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ABSTRACT

The May-June, 1975, issue of Wisconsin Library Bulletin contains articles about library cooperative programs and networks. Subjects covered include: library network planning and definitions of terms; views on the National Commission on Libraries and Information Science program by school, public, academic, and state librarians; the Midwest Library Network; school/public library access and cooperation; the American Association of School Librarians Committee on Networking discussion of networking and the schools; concept indexing; a tape cooperative; services of the state library; Wisconsin Valley intertype library cooperation; automated circulation in the Milwaukee County system; a business information service at Milwaukee Public Library; and the use of the Ohio College Library Center's cataloging at University of Wisconsin, Green Bay. Other articles cover the public service policy at University of Wisconsin at Parkside, and the changing roles of Wisconsin public libraries. (LS)

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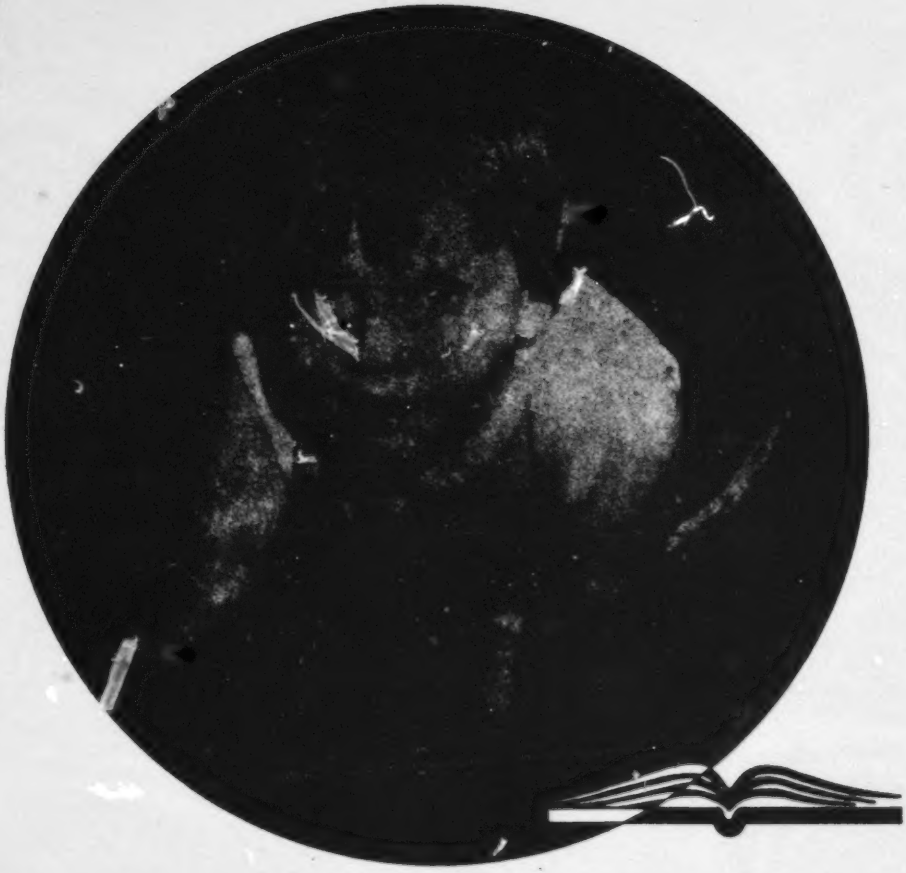

NETWORKS — WHO, WHY, HOW? MAY-JUNE 1975

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Networks — who, why, how?

This "tunnel of fun" does not pass through any walls or other barriers in the Beloit Public Library children's area, but many youngsters pretend that it does (Beloit Daily News photo). Leaving behind their skeptical friends, they get down on all fours and scramble toward the light looming before them. Along the way they may stop to draw signs of encouragement or progress on the tunnel walls, and at times the journey is a little hard on bare knees, but the satisfaction of gaining the end is worth it. It's a little hard to turn around in that tunnel to go back — it's far better to go forward and reach success. Then you can shout triumphantly to those you left behind!

Network tunnels do not go through any walls, either, and the barriers they penetrate are primarily products of the mind. There are always the skeptics who stay behind, and those who object to the wear and tear on their knees. Plenty of blueprints are needed along the way, and the light at the end must always be kept in sight.

Through the darkness of the tunnel and the tight squeeze, networks inch along. Detours in a tunnel do not lead any place — only up a circular wall that brings you back with a thud. And as you go, you grow too much to be able to turn around and go back.

What is the light at the end of the tunnel? Ask the library media center user who has received information, materials and services provided through a network!

How far are you from that shout of triumph?

Library network planning

Problems to consider, decisions to make

Barbara Markuson

The following is adapted from a speech by Mrs. Markuson at a post-Wisconsin Library Association Conference workshop on networks, November 8, 1974. She is Executive Director, Indiana Cooperative Library Services Authority, and Principal Investigator, Midwest regional library network study.

I'd like to talk about networks from a general point of view — to consider where we are today, what we are doing, and what some of the problems are that we must consider.

First, we need to clarify what a network is. It's very interesting to trace the network concept through the library literature, as I have recently done. I found that the first reference to networks in libraries dates essentially from 1965; thus, we are in the first decade of networks. I found that a lot of strange things have been included under the concept of networks. We're just beginning to define more precisely what we are talking about when we discuss networks. Networks are coming upon us very rapidly and we must clarify our concepts.

In order to put some framework on thinking about cooperation and networks I propose three definitions. These are not unique; you'll find other authors and speakers with slightly different ones. In these definitions, I consider library networking to be a subset of the broader area of library cooperation.

Library cooperation. Library cooperation is any activity between two or more libraries to facilitate, promote and enhance library operations, service to users, or use of resources.

Library consortia. Library consortia are slightly more formalized cooperative programs and are generally constrained to a specific geographic area or to a specific subject area. Consortia generally do not have a headquarters staff, or have only very limited staffing.

Library networks. A network is the most formalized type of library cooperation. The formalization includes a legal basis for organization, a central staff, and contracts for services.

Libraries, from a systems point of view, have traditionally operated as unique entities without much of an interlibrary structure. Although certain libraries and library associations have worked to solve particular common problems, they haven't, in the past, had librarians working for a group of libraries to solve common problems. The network center staff represents a new type of extra-library employee. Thus, networks represent the most formalized type of cooperation in libraries to date.

Why do we have networks? A lot of reasons have been advanced. We're in a money bind. We see the benefits of cooperation. The high cost of very large computer systems has also influenced the desire to cooperate. In addition, we have

essentially reached the end of services that the single library, working with local resources, can provide its users. It is reasonable to conclude that important new services can be provided only through networks.

As we examine existing networks, we find a great deal of variation in organization, services, funding, operation and planning. There are, as yet, no clear-cut guidelines to network establishment and operation. The following discussion suggests some of the characteristics which discriminate existing networks.

Centralized versus decentralized development. One variation in networks is the degree of centralization of the development work. The Ohio College Library Center is extremely centralized. For example, all computer programing and operation is done by Center staff. In the Washington State Library Network a number of people in different libraries are involved in the actual planning and development of computer services. A basic decision in setting up a network is whether or not there is to be centralized development or cooperative development. Networks can be set up either way, and each approach has advantages and disadvantages.

Hierarchical versus nonhierarchical. Another network variant is the structure of the cooperative services. OCLC, for example, is substantially a nonhierarchical network. Virtually any Ohio library can join OCLC and there is no intervening network structure. Indiana is planning a hierarchical structure so that problems are solved at different network levels. Indiana has established multicounty networks to solve local problems and a state network to solve statewide problems.

Open book versus closed membership. Some networks are open membership networks. The major criterion for membership is an ability to pay for services. A closed membership network limits membership by criteria such as type of library, geographic area, etc. One of the membership problems that confront networks is whether or not special libraries in private companies can be members; e.g., can Ford Motor Company's special libraries join nonprofit networks? The literature for both NELINET and OCLC is not clear about whether or not they can give service to libraries in the commercial sector, but the impression is given that such membership might jeopardize nonprofit status. Some legal advisors for networks feel this is an unnecessary and invalid restriction. Indiana solved this problem by putting into its state network legislation the regulation that, so long as there is always a majority of public members, any private library within the state can be a member of the network. Network planners must give careful consideration to the various library groups that might participate in the network.

Integrated versus nonintegrated. Another variation is by type of library served by the network. Many networks are restricted to only academic or only public libraries. Others include all types of libraries.

Blanket membership versus membership networks. In some networks, membership is not formalized by contract. For example, the Washington State Network, funded principally by the State, includes all libraries in the state. However, in most networks formal contracts are negotiated annually for network services. The contract with its associated transfer of funds represents the financial basis of the network. A problem might arise in the

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(Note change of date)
Wisconsin among six friendly states

instability that could occur if annual membership fluctuates widely.

Information retrieval versus processing networks. It may be useful to discriminate between information retrieval networks and what I have called processing networks. In an information retrieval network an inquiry terminal in a library is used to search a nonlocal data base. In a processing network, such as OCLC, the services obtained through the terminal impact on the way operations are performed locally. These are quite different kinds of networks. The development of network plans must consider information retrieval networks as well as processing networks and determine whether one or both types of services are to be provided.

Membership input. Most networks have some kind of method by which members can have representation either by an elected board or a representative board. When a network is part of a state agency or under state legislation, the degrees of freedom may shift somewhat, but most networks provide for representation to some degree in the planning process.

The administration of networks is a new area and we must be careful not to base it on false analogies. Administering a library association is not similar to running a network. Library associations usually have a change of officers every year so that everybody has the drudgery of being the president for one year. A network board will generally be making commitments for long-term capital investments. A long educational process is required to bring board members to the point where they can make intelligent decisions for the network. Some network boards are already making decisions that involve millions of dollars. Perhaps we need to have mechanisms that allow board members to serve as long as they are doing a good job. There is, perhaps, a belief that a nonprofit association has to have a revolving board. This isn't necessarily true. The National Geographic Association, a prestigious nonprofit organization, has had very few changes on its board over the years.

A single-purpose network versus a multi-purpose network. Networks vary widely in scope of program activity. OCLC is basically a single-purpose network concentrated on supplying computer services to its members. NELINET, by contrast, has a broad range of cooperative programs including improvement of reference service, control of government documents, cooperative storage of materials, training, etc. Identifying the purpose of a network and thus its range of activity is a critical decision.

Controlled or uncontrolled input. A key bibliographic decision is whether a network is going to be a controlled or an uncontrolled input network. OCLC is essentially an uncontrolled input network. It is not a bibliographic center. It promulgates standards, but with input from some 350 terminals quality control is not rigorously exercised. The Washington State Library Network, as presently constituted, represents a controlled network. All the data are input at one central location. From a systems point of view neither approach is right or wrong. But we must not be misled into thinking that a consistent, high-quality data base can be obtained in an uncontrolled network.

These brief remarks illustrate the variety of patterns that exist in present networks. We are as yet uncertain as to what characteristics are most desirable. In addition, we are not certain about the future of networks and their long-range impact on library service. Some areas of uncertainty that will ultimately need to be clarified will be mentioned briefly.

National guidance. We don't have any sound national guidance for network development. Nobody up there has so far come out with anything that has been very helpful to people actually trying to plan and administer networks. In fact

some of the proposed national plans are rather alarming. Therefore, everybody is going his own way, and, as a result we have variations in networks. The key question is, when do we have so much variation that we'll never be able to put the pieces together. For example, some libraries are in areas where there are three competing networks. There seems to be increasing infighting and politicking and this should be of concern.

Legal structure. We need to come up with a long-range plan that will allow us to rationalize present networks into a viable structure. The federal interstate compact has been identified by some as the best legal structure for a regional network; an interstate library compact as second best, and so on down the line to structures that are less desirable such as nonprofit corporations. You all know the kind of work that would be required to get state and national legislators to agree to a federal interstate library network. Yet this may be necessary in the future. Right now we have every kind of organization: informal, private corporation, public corporation, state agency, interstate agency, higher education compacts, etc. There may be grave legal problems in the future interfacing these quite different legal entities into a cohesive national network.

Uncontrolled network growth. We have very great uncontrolled network growth. For example, one recently established network had 28 members in one state. A recent plan shows expansion to 110 libraries over a two-state area. Other networks have expanded rapidly into noncontiguous areas and have had several changes of scope and have redefined their charters to allow such expansion. Some networks serve users who cannot have organization representation since expansion of service has been more rapid than change of the legal basis. For example, OCLC technically restricts membership and representation to Ohio libraries, but serves libraries over a large area of the U.S. Uncontrolled network growth may, in the long run, prove detrimental to sound network development.

Education and training. We need to have educational programs to prepare for network participation. When we establish networks, we may have to pay for inefficiency if education and training is not an integral part of network planning. The concepts of efficient use of data bases and searching strategy are foreign to most of us. The more we can educate people about such new concepts the better networks will be used.

Keeping the goal in sight. We need to reaffirm daily that our most important activity is to get needed materials to our users. We're still at the stage where I won't give up my two-week loan period even if everybody else wants three weeks. We are rife with the mentality that the only way to run a library is the way I run mine. We cannot pursue our long-range goal unless we are willing to change for the common good.

Library data. It is important to obtain better information about library operations so that we can plan what impact and what kind of services a network could

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How's your reference score?

Oshkosh Public Library answered these questions one week:

How many fatal accidents on Wisconsin highways in 1969 could be attributed to alcohol?

What percentage of college students in the United States work and specifically, Wisconsin's percentage?

Where can I get a book not on the library's shelves?

What about information on common law marriages?

How much caffein is there in tea?

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provide. It's very difficult for library systems analysts and planners to take vague data and vague goals and help in any way. Vague network plans, and their number is legion, result from this lack of hard statistical data, from the absence of rigorous definitions of needs, and from no analysis of what is achievable and practical.

Regional and national planning. Networks always seem to be designed from the "top" down. It would be better if we could somehow work both from the bottom up and the top down. For example, each library should give serious thought and input to state network plans. Each state should help in development of a regional network plan. The regions could then assist in planning at the national level.

This has not yet happened. We have state plans and national plans and regional plans but little work has been done to develop an orderly planning process to allow mutual input and feedback. A study group is now considering a plan for a regional library network for the Midwest. An attempt is being made to interact with state groups, such as Wisconsin, and to review state plans in formulating the structure and basic programs for the Midwest network.

I strongly believe that networks will become a central force in future library service. We are now struggling with this new concept; it will take all of our best talents to utilize this new diversion in library service to its full potential.

About networks

The Midwest Library Network (MIDLNET) will be a link in the local, state, regional and national network, Barbara Markuson told the Council on Library Development at its March 21 meeting. As principal investigator for the MIDLNET study, she views MIDLNET as a planning group for participating states, a vehicle for coordinating developments in the Midwest. It will carry on research and development programs and provide services which are appropriately provided at the regional level in a hierarchical network structure. The final report of her MIDLNET study is expected in June or July.

The Board of the Council of Wisconsin Librarians joined the COLD meeting for the discussion of networks including MIDLNET and the new Indiana network.

A specialist on library networks, Ms. Markuson started March 1 as the Executive Director of the Indiana Cooperative Library Services Authority (INCOLSA), the Indiana state library network. She spoke at the post-Wisconsin Library Association Conference Workshop on Bibliographic Networking in November 1974.

Solving bibliographic control problems, such as how bibliographic data bases can be used for cataloging, for control of nonbook materials, for information retrieval and for union lists of serials and monographs, will be the special province of INCOLSA. Education and training are also seen as integral parts of network planning and participation. The Indiana network structure is hierarchical, based on the assumption that some problems are appropriately solved at a regional level, others at a state level.

Librarians from all sizes and types of libraries were directly involved in planning the Indiana network and there was overwhelming acceptance of the need for it. This broad input from librarians and citizens is still felt to be vital.

INCOLSA, as well as regional networks in Indiana, was formed under the provisions of the Indiana Library Services Authority Act of 1967. It will be funded for the first three years from Indiana's Library Services and Construction Act Title I allocation ($720,000 over three years).

Views of the national program

National commission on libraries and information science

The National Commission on Libraries and Information Science (NCLIS) is a permanent and independent agency in the Executive branch of the federal government established in 1970. The Commission is charged with the primary responsibility for developing and recommending plans for the provision of library and information services adequate to meet the needs of the people of the United States. NCLIS published the second draft of *A National Program for Library and Information Services* in September 1974. Following are some implications for libraries in Wisconsin.

The school view

Bernard Franckowiak

Students and teachers have broad-ranging needs for access to the full range of print and audiovisual resources to support curricular and personal pursuits. School library media programs must be strong closest to where learning takes place — at the school building level. Schools are increasingly understanding that they must reach out for resources beyond the building collection. Media service programs which support building level activities are developing at the district and regional levels.

Schools must be full partners in the new National Program if they are to serve their users' needs. The national programs could provide: 1) access to bibliographic data needed to locate, organize, purchase and use the full range of print and audiovisual materials; 2) preprocessing of all materials; 3) the necessary technology to retrieve information from data bases and sources of materials; 4) staff inservice programs for all types of libraries and information services to improve their ability to deliver materials and services most effectively.

School library media programs also could make a substantial contribution to the national program. Schools have been applying modern communication technology and materials to the instructional process for many years. School media personnel have considerable skills in the evaluation, selection, organization and utilization of the full range of print and audiovisual materials.

For schools to participate in the national program they would have to meet standards developed through a broad-based state standards development process. The standards should specify what library media services school districts must provide at the school building, district and regional levels; they should require sufficient professional library media staff to deliver a full program of media services. The national program would have to provide incentives to encourage schools to participate. Federal and state matching funding formulas would be used to assure that each level carried out its portion of the responsibility. Federal and state funding would be an essential ingredient for these tasks.

One of the serious problems in developing the national program is the lack of

local and state coordination of library and information services development. Intertype library cooperation at the local level would be accomplished by a Community Coordinating Council. The state library agency is the logical agency to coordinate the statewide program.

Many barriers exist to the development of a cohesive national program which would assure quality library and information services to all. Through understanding and leadership from the school library media field we may see the day when every student and teacher will have access to the world of instructional resources and information regardless of its location. American children and young people deserve no less.

The academic view

Jerome P. Daniels

The Council of Wisconsin Librarians (COWL), a nonprofit organization consisting initially of public and private academic and research libraries, was formed to foster cooperative activities among all types of libraries.

This interest in cooperative library developments has led COWL to examine closely the vitally important NCLIS proposal and resultant implications. Generally the COWL Board supports the program taken in total; however, the impression is gained that the information industry has had an overriding influence which is reflected throughout the report.

An example of this influence has been an apparently inadequate mechanism for Program input by academic and research libraries and associations (including the American Library Association), even though the Private Sector has input equal to that of the state library and multistate agencies. Private academic institutions do not appear to be adequately defined. The Glossary considers them as part of the "private sector" (along with reprint houses); however, the section delineating the "Responsibilities of the Private Sector" (page 94ff) deals primarily with the private information industry to the exclusion of private colleges and research libraries. These libraries appear as an afterthought in the Glossary definition.

The COWL Board was pleased to see that the second draft of the Program extended the concept of networks to include more than just computerized bibliographical operations and also to indicate clearly that both state and regional networks are necessary. For example, in some areas, computerized services would be developed on a multistate basis, whereas in other areas or for different services, state networks might suffice.

Generally the section concerning the "Responsibilities of State Governments" (page 89ff) emphasizes the coordinating role of state libraries, although a statement on page 91 gives the impression that the state library has a major planning role within the state, but a coordinating role for statewide plans with the federal government.

To encourage the widest participation in state planning from all library sectors, the state library coordinating function should be clarified and emphasized. If the state library were to assume a major planning role and operate as a statewide library authority for all library services and cooperative activities, the state agency might be caught in the center of a struggle between different library interest groups which might hamper cooperative enterprises.

The National Commission's present composition appears to have strong representation from the private sector (excluding private academic libraries) and commercial networking interests. The COWL Board urges that this imbalance be adjusted to include greater representation from the academic, research and public library community, as well as from noncommercial networks.

The public library view

Clifford E. Lange

Attainment of the goals spelled out in *A National Program for Library and Information Services* would mean the end of the search for the "larger unit of service." The ultimate in cooperation would have been achieved, and the library and information world could certify that knowledge was a secure national resource, literally at the fingertips of every citizen. Access, through cooperation on a nationwide basis, will be difficult to achieve. (See the mini-symposium "Networks and Cooperation: The Jurisdictional Debate," *Library Journal*, December 15, 1974, as one example of voices which support that conclusion.)

The National Commission has given the public library a significant role: "Public libraries, including the smallest, are the backbone of the library system in America, and are the potential windows on any future nationwide network. Therefore, a great deal depends on the strength of their human and material resources and on their ability to undertake new programs of value to their constituents."

If the proposed nationwide network is built from the ground up, the place to start will be the public library. In Wisconsin we are well on our way toward developing public library systems statewide, basic to the structure of the proposed nationwide network. Whether we will be ready for the proposed national effort is difficult to determine. As we continue to develop new systems and improve those already in existence, we will have to reckon with developments on the national scene.

The most important implication of the Commission's proposal is therefore attitudinal. No longer can we think and plan solely in local terms. Now we must think beyond the borders of our state and encompass the entire nation in our deliberations. A second implication of the National Program will be the increased importance of all that public libraries do on the local and state level. Wisconsin public libraries will be an integral and indispensable part of a nationwide network and they will have to be stronger than ever to support and attain the goals developed by the National Commission.

A third implication is that the circulation of books will no longer suffice as the measure of our service. Technology will play an enlarged role. Improved human and material resources will include computer programers and telecommunications specialists with their hardware and software. The result should be an efficient and effective information delivery system.

A first step toward achieving the goals of the National Commission would be to put *A National Program for Library and Information Services* on your required reading list.

The state view

W. Lyle Eberhart

From a state library planning point of view, one of the significant improvements, made in the second draft of the NCLIS National Program, was a definition of a statewide network: "A formal arrangement whereby materials, information, and services provided by a variety of types of libraries and/or other organizations, in the state are made available to all potential users."

Of equal importance was a change indicating that there will be a continuing federal role in categorical aid to different types of libraries. This is a reversal of the implications in the first draft that local libraries and state governments bear sole responsibility for the attainment of local library and state library service standards.

These two changes certainly clarify the role of the state in bringing about a national library and information network that meets the real needs of the widest spectrum of library users. And it makes that state role even more crucial if progress is to occur.

Still needing clarification is the role of the state library agency. Because these agencies are so diverse, perhaps it is impossible for a national document to be precise. Each such agency must interpret this role, taking into consideration such factors as its legal responsibilities; its clout in terms of budget, personnel and expertise; and its working relationships with library, media and information groups in the state.

I was tempted to say that the appropriate role of the Wisconsin Division for Library Services in working toward state and national networking would be that of a catalyst. The dictionary says, however, that a catalyst is not permanently affected by the reaction which it causes or accelerates. I doubt that the state library agency will remain unaffected by the growth of networks.

A better concept of the Division's appropriate role, then, might be that of a stimulator of shared leadership in network development. Since all indications are that personal attitudes are the most serious barriers to interlibrary cooperation, the state library agency should foster developments which will bring academic, public, school and special librarians, media specialists, and information scientists (and the groups representing them) together in activities and relationships that encourage critical but sympathetic examination of current problems in the provision and sharing of information resources.

Instead of offering a description of interlibrary efforts in Wisconsin, let us see what more we need to do together in the near future.

I. A Task Force on Interlibrary Cooperation and Resource Sharing. This is proposed for the 1975-76 fiscal year. It would require the cooperation of the widest spectrum of groups and individuals. It would have a paid staff, so that existing patterns of resource sharing could be definitively examined, and alternative patterns of cooperation and sharing could be evaluated.

II. A Governor's Conference on Library and Information Services. With the passage by the Congress of the Joint Resolution calling for a White House Conference on Library and Information Services "not later than 1978," such a Wisconsin Conference will be a necessary prelude for our state's participation in the White House Conference. The final report of the Task Force mentioned above can be the basic working paper to be considered by the Governor's Conference.

Mr. Franckowiak is School Library Supervisor, Division for Library Services; Dr. Lange, Director, Wauwatosa Public Library; Mr. Daniels, Director, Karrmann Library, University of Wisconsin — Platteville and Chairman, Council of Wisconsin Librarians; Mr. Eberhart, Administrator, Division for Library Services.

Word from network user

"One of the best free services furnished in Glenwood City," said a recent letter to the editor of the *Glenwood City Tribune*, is "the public library... My frequent visits there have been rewarded by wonderful reading material in almost any subject. In fact, what the local library is not able to furnish is speedily and courteously obtained from other, larger libraries...."

—Mrs. T. Meulemans

MIDLNET to date

Midwest library network in embryo

T. John Metz

The concept of a Midwest Library Network (MIDLNET) stemmed from a Council of Wisconsin Librarians (COWL) study done in 1972 to determine the potential in Wisconsin for developing a statewide data base. The conclusion was that there is not enough financial support for libraries in the state to absorb this cost, and from this we assumed that it is unlikely that other states with similar or lower support bases can build data bases either. We also became aware of neighboring states with much broader bases of library support than Wisconsin. These factors prompted COWL to sponsor a meeting of directors of major libraries in a four-state region in April 1973 to discuss the possibility of pooling resources and developing certain services cooperatively, particularly those based on telecommunication and computer technology.

We were surprised to find as much or more interest in cooperation in states with large support bases as in the other states. By our second meeting, three more states were represented—all with more library funding than Wisconsin, and they were not only interested, but ready to finance a study. At this meeting each state and some individual institutions agreed to prepare position papers outlining their goals and expectations for a regional network, and a committee was appointed to draft a proposal from these papers.

The resulting proposal, which was to conduct a study to determine how to set up a Midwest network organization, was presented at a meeting of the Committee on Institutional Cooperation in February 1974. The CIC accepted responsibility for initiating and overseeing the study, and we hired Barbara Markuson as principal investigator. Major funding for the study came from the CIC institutions, but several non-CIC states and institutions and some organizations such as COWL contributed. To guide the study, a Steering Committee of six people and an Advisory Committee with broad representation of states from Ohio through the Dakotas were appointed.

From the very first meeting of the Steering Committee in July 1974, it has been our intent to develop a hierarchy of services to serve all library needs in the Midwest from the individual user to the regional network level, and MIDLNET has been perceived as the focus of national networking in the Midwest. We want to do on a multistate basis those things we cannot afford to do as individual states and to be supportive of state networks where this is the most appropriate way to provide services. We assume that even libraries already contributing to a state network will participate if cost-justifiable services are provided.

The first area of concern has been the development of a plan of organization

that will allow us to serve as a focus of networking activity, enter into competition for funding with other regional networks, and begin to develop services that will attract members. Legal counsel has been present at meetings and advised us of our alternatives, and we have decided to incorporate as a nonprofit Illinois corporation with the Steering Committee as the incorporating group.

To get things started, we have to have an initial Board of Directors, and we have identified state librarians, directors of libraries in the Association of Research Libraries, and directors of up to one statewide network per state as those eligible to serve on the initial Board. We will accept Board members in these categories who are willing to put up risk capital to finance the operational staff for the first two or three years from the 13-state region including Kentucky westward through Kansas and north to the Canadian border. Later, a membership drive will be conducted and any library willing to pay a membership fee can participate in a membership body that will have some Board representation.

A library will not have to be a member to purchase services, and users will not have to participate in all services offered. We might possibly also have advisory councils for various programs with representation on a program advisory council that would in turn have Board representation.

Services are not yet defined, but discussion has centered around a regional data base that will not be a cataloging service, but will serve as an on-line record that will make the maintenance of local files unnecessary. Several states are considering using the Minnesota format for serials records, and it may be relatively easy to put together a regional holdings and check-in system utilizing existing records and those at CONSER (Conversion of Serials, using the Ohio College Library Center computer network).

A cooperative on-line catalog of book holdings would be very cost-beneficial, since hardware can be shared and only a single record and holdings code need be regionally maintained, rather than complete records at every institution. Using existing technology, we could cut communications costs for institutions now on OCLC by multiplexing traffic onto a single high-speed line between the region and OCLC. Such a traffic control system can also tie individual libraries to other networks and to data banks that use dissimilar hardware. Volume traffic would make possible other savings in data transmission charges.

The Steering Committee has made approaches to groups and individuals in the last few months both to inform and to receive input. In January we met with both the CIC librarians and the Advisory Committee, and gained general approval of our organizational plans and our course of action to date. We will shortly meet with state librarians and other potential Board members to solicit their active participation. A personnel committee is seeking an Executive Director, whom we would like to begin by September. Once the staff is hired, we can quickly move forward to seek funding, plan services, and further develop the first network that is being designed to serve a region rather than particular institutions.

Mr. Metz is Director of the Library, University of Wisconsin — Green Bay.

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Midwest
Federation of Library Associations
continuing education—affirmative action
media production — public relations
Ralph Nader — special libraries
October 1-4, Cobo Hall, Detroit

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School/public library access

Southwest Wisconsin explores cooperative action

Helen Kreigh

Information networking sometimes sounds all cold electronic devices Orwellian overtones, but the Public-School Library Access Project that is happening in the southwest corner of Wisconsin is something else.

Here, emphasis is on gaining easier access to library materials, equipment and services — wherever they are to be found—for all library patrons in an area dominated by small towns and villages.

A few of the public libraries are open only three hours a week; one school has an enrollment of only 18 students. A special piece of enabling legislation was necessary just to establish the Southwest Wisconsin Library System which serves public library needs of the area because there was no city of at least 30,000 population within its five-county circumference. Small wonder, then, that a different approach to the solution of still inadequate library services needed to be explored.

School and public library consultants of the Division for Library Services met in February 1974 to ponder the problem and subsequently conferred with Mrs. Serena Nelson, SWLS Director, and Melvin Bollom, Cooperative Educational Service Agency 14 Coordinator, about the feasibility of a joint school library-public library attack on the problem. By August, a formal agreement had been drawn establishing a cooperative project under which an access librarian was to be employed to assess the needs and resources of both school and public libraries and to explore and recommend alternatives for better meeting those needs.

There was indication, for example, that some of the reference queries now being addressed to the DLS Reference and Loan Library in Madison by school students might be deflected at the System level, thus speeding up service to the patron and reducing what had become a problem load for the R & L Library. Similarly, the CESA 14 includes an audiovisual resource center which might be tapped for occasional public library programing needs, particularly in summer. A System/CESA-wide directory of available resources might also be useful.

The access project is being financed for one year under both Title I and Title III of the Library Services and Construction Act with national funds allocated by the Division for Library Services of the Wisconsin Department of Public Instruction. It is a first for the state — in keeping with the fact that the headquarters of Southwest Wisconsin Library System in Fennimore will soon relocate in the first library building to be constructed in Wisconsin specifically for a system headquarters.

Mrs. Nelson and Mr. Bollom and their Boards looked for just the right person to accept this new kind of responsibility; last

December 2 Sandra Robbers, lately home from Samoa where she taught for two years as a Peace Corps volunteer, was employed to carry out the project. From here on the story is hers.

Mrs. Kreigh is Consultant for Children's and Young Adult Services, Division for Library Services.

Southwest Wisconsin progress

Sandra Robbers

Since I came in December as the liaison librarian for the school-public library access project, I have been working on the first phase of the project — the survey of the library resources and needs of the area. As many of the different types and sizes of libraries as possible have been visited.

At each library, meetings are held with the librarians and often with the administrators to discuss the objectives of the project and that particular library. As a result of each visit, a profile of the library, its services, resources and staffing is formed. Included in the profile of the school library/media programs is a checklist based on the Wisconsin Statutes Chapter 90 library requirements. The kinds of communication and cooperative programs that already exist on the local level are also discussed.

An Advisory Committee to provide guidance and leadership for this project has been formed, representing the different types and sizes of libraries. The agenda of its first meeting, on February 25, included a review of the objectives of the project and a progress report. The role of the committee and the areas where cooperative programs seem possible and most needed were discussed.

Specific programs considered centered around ways to improve the lines of communication among people involved in library service and ways to promote better utilization of the resources available in the area.

For example, inservice meetings held for teachers by public and school library personnel were proposed, to provide the basis for a better working relationship between these two groups.

Summer programs in school libraries in areas where there is no public library were also discussed. Presently the Iowa-Grant High School and the Potosi Elementary School are considering summer programs for children and adults.

The possibility of having a previewing selection center for print and nonprint materials is being investigated.

A union list of periodicals listing the collections of the University of Wisconsin — Platteville and the vocational school at Fennimore is being discussed. An important part of the discussion is the practical use such a tool would have and the ways to make the material listed more readily available to other libraries.

As a means of exploring the ways that requests can be handled at the regional rather than the state level, the Fennimore High School is sending all of the requests that it can't fill to the SWLS Resource Center.

These are the major areas of initial cooperative planning. When the survey is completed and these programs begun, ways of providing additional library resources for the area will be investigated.

Miss Robbers is Liaison Librarian for the School/Public Library Access Project, Southwest Wisconsin Library System, Fennimore.

"Back to Basics:
Material, Money and Manpower"

Wisconsin Library Association
Annual Conference

October 15-17, Madison

Networking and the schools

A discussion by the AASL committee on networking

Members of the American Association of School Librarians Networking Committee met during the 1975 American Library Association Midwinter Meeting in Chicago to discuss what schools have been doing in the area of interlibrary cooperation throughout the country.

The committee began by listing the needs of the school libraries that could be served by knowledge networks and interlibrary cooperative groups. Then it listed the strengths of the school library programs that could contribute to the effectiveness of a network or program of sharing resources.

The goal of this committee was to draw up a set of guidelines and recommendations to insure effective school library participation in knowledge networks and interlibrary cooperative activities and groups.

The list of school library needs submitted to the American Library Association by this committee includes the following:

1. Rapid access to materials not available in a school building, especially expensive, infrequently used or specialized materials.
2. Reference services not usually provided on the building level.
3. Access to a wide range of bibliographic and selection tools beyond those at the building or district level.
4. Access to examination centers for previewing print and audiovisual materials, if these are not available at the district or regional level.
5. Centralized processing and cataloging services if these are not provided locally.
6. Regional coordination of collection building.
7. Adequate communication links: telephone, delivery service, teletype, computer terminals.
8. Access to sophisticated media production facilities, equipment and supplies if not provided locally.
9. Access to highly specialized consultant help if not provided locally or regionally.
10. Inservice training of staff in many areas including the technology of information storage and distribution.
11. Adequate financial support to develop local collections and services.
12. Knowledge of the holdings of nearby libraries.

The strengths of school library media services that can contribute to the effectiveness of networks include the following:

1. Pre-existing districtwide or regional service centers.
2. Specialists in the area of instructional technology, audiovisual materials and equipment.
3. Resource specialists (teachers).
4. The opportunity to train students to be intelligent users of library information services.
5. Existing structures and patterns of inservice education activities.
6. Specialized collections such as education, language instruction, audiovisual materials.

7. Media production equipment sometimes including cable television, dissemination and studio facilities.
8. Centralized cataloging, ordering and processing operations.
9. Examination centers for new children's and young adult materials.
10. Printing facilities.

Guidelines to insure that school libraries will play a significant role in the establishment of any network or interlibrary cooperative organization contained the following recommendations:

1. School library media personnel and school district administrators are best qualified to articulate the role the schools should play in an intertype network and should determine when and how schools should enter and use such a network.
2. In planning a network of library resources and services on any level school media needs and contributions should be determined early and school personnel including district administrators should participate in the planning.
3. Already existing cooperative structures, both those that exist within a specific type of library and those that group together a number of differing types of libraries, should be identified early by network planners to take full advantage of their existence and also to prevent the loss of support of their directors and constituents.
4. Membership in a network does not diminish the responsibility of each participating library to provide an adequate collection of materials and services to serve the immediate needs of its appropriate clientele.
5. Activities in any network or cooperative group should be provided where the staff members of one library can come personally into contact with staff members of other participating libraries and information centers.
6. Any use of automated information handling technology by a network should be compatible with national patterns and technological standards to permit the most efficient growth of intercommunication.
7. The responsibilities of each participant in the network and any contracts and fiscal agreements should be clearly spelled out.
8. Each type of library participating in a network should become and remain aware of the needs of the other members of that network and must consider all possible functions of the network rather than just those that are immediately apparent.

This report certainly contains no surprises to anyone familiar with intertype library cooperation. The committee hopes that all the important points have been stated. If you feel that this report which is still in a first-draft stage is missing an important consideration, the committee would like to hear from you. Wisconsin's representative on the committee is Richard Sorensen, School Library Consultant, Division for Library Services, 126 Langdon Street, Madison, 53702 (608-266-1924).

American Library Association Annual Conference

June 29-July 5, San Francisco

Careers booklet

A free 36-page careers booklet for high school and college students has just been published by the National Association for Retarded Citizens with money donated by the Civitan Clubs of North America, including their junior and collegiate affiliates. Librarians may obtain single copies of the booklet by writing: NARC-Civitan Public Information-Inquiries Program, National Association for Retarded Citizens, Post Office Box 6109, Arlington, Texas 76011.

Cooperation with results

Ramsey County libraries/media centers serve all

Darrell E. Van Orsdel

A primitive library network has begun in suburban Ramsey County, Minnesota. Suburban Ramsey County is north of St. Paul and is made up of numerous municipalities and four independent school districts. The public library needs for these municipalities, with the exception of St. Paul, are served by the Ramsey County Public Library with four branches. School library needs are served by the school districts, totally independent of one another. For good measure three small college libraries are also in this geographic area.

The network was developed not by state law or mandated by a Board, but through librarians from many types and levels of libraries discussing common problems and determining that the strength of service is to be found in cooperation. The initial contact was between the Instructional Materials Director for the Mounds View Schools and the Director of the Ramsey County Library, Norman Vinnes.

During a luncheon meeting in October 1973 the problem of audiovisual equipment repair for the Ramsey County system was discussed. It was decided that with little or no extra time required the Mounds View Schools repair department, a part of the IMC program, could do the public library repair work, for just the cost of the needed parts. This opened up the avenue of use of the school district's 16mm films for adults and for preschool programs through the county library system. Copies of the film catalog were distributed to the county library to assist patrons in finding appropriate materials for community needs. The public library agreed to serve as the clearing house between the patron and the school for these films. No fee was to be charged; however, the patron had to arrange for pickup and delivery of the film.

With the simplistic solution of these two problems it was decided to involve the district directors of each of the four school districts, the high school librarians (each district has two high schools), and the local college librarians to discuss future cooperative plans on a countywide basis. The first of what has developed into a bimonthly meeting was held in December 1973 to discuss the feasibility of cooperation.

The first tangible result of the groups' cooperation was the publishing in August 1974 of the *Suburban Ramsey County library and media center directory*. Listed in this directory are the names and telephone numbers of persons to contact for interlibrary loan of materials. Policies on the use of materials, by whom, where, etc., are also listed. Without exception the 17 libraries involved opened up a major part or all of their collections to the citizens of the suburban Ramsey county. In the final segment of the Directory each

library listed the general and special resources that patrons may wish to use. A special segment of the Directory listed the available periodicals on microfilm, some going as far back as the 1850s in school collections as well as in the public library.

What are the future plans for this type of network or cooperative? As bimonthly meetings were held new needs were identified. A better system of shipping materials between libraries is being examined. Two school district film libraries began to share their high school film collections to the advantage of both schools. Through this plan each school now has access to 100-plus additional titles which had previously been inaccessible. The approximate value of these 100 titles is $20,000. These two film libraries are less than three miles apart and each contains 1000-plus film titles; very little sharing was done prior to this time.

The Ramsey County Library and the Mounds View Schools are examining ways to expand the service repair agreement and to increase circulation of instructional materials to the citizens of the county. Promotional projects are being planned to demonstrate to the local citizens that libraries are cooperating and interested in providing service at all levels. Plans have been discussed and tried as a pilot project for public library service to summer school students in special school settings. These are just a few of the possible plans and dreams but the important thing is not plans but results.

What have been the results? To this point the major result is communication between librarians from differing types of libraries and the end of the old belief that the problems of each type of librarianship are different. The problems are all the same — the degrees of importance given to the problems varies. Through communication and an increased interest in SERVICE to all patrons these problems are being attacked on many levels.

The major problem of any cooperative network among schools, colleges and public libraries are the super egos employed by each and the lack of concern for the final product to the patron. Here in suburban Ramsey County, not all of these problems have been eliminated but these librarians are at least on their way toward providing that service which will keep the programs moving.

The results cannot be measured on a chart or in circulation statistics but will be noticeable in years to come as patrons realize that the materials available are not just in their local branch library or just the school library. The public does not understand why each type of library has different rules (I guess); neither do I!

Mr. Van Orsdel is a School Library Consultant in the Division for Library Services. He was formerly District Instructional Materials Director of the Mounds View Public Schools, St. Paul, Minnesota.

School librarians conference

University of Wisconsin — Platteville
March 18, 1975

"Junior Books and Poems: A Tiny Revolution" was the topic of Dr. Stephen Dunning, University of Michigan, author, and President of the National Council of Teachers of English. He spoke about his work with students, their manipulation of language, books and ways to make students want to read them, and about some of the difficulties and satisfactions he had when teaching delinquent children. Mrs. Alice Richardson, Consultant, Encyclopaedia Britannica, talked about the use of encyclopedias and showed a film on the making of the Britannica 3. Visits with the 22 exhibitors and a discussion period completed the day.

Concept indexing in the IMC

Mounds View schools index IGE study skills

Robert E. Grabek

Three schools in the Mounds View School District became involved in a 1972 pilot project for the district to test, implement and evaluate the Study Skills component of the Wisconsin Reading Design (IGE, Individually Guided Education) and to expand the resource file. The file, which contains a variety of materials and procedures necessary to teach the skills, was researched and tested by the R and D (Research and Development) Center, University of Wisconsin.

During the development of this file a concern arose regarding the listing of nonprint materials — films, filmstrips, etc. Many of the committee members expressed a need for a listing which would be current and easily updated.

At that time two choices were open to us. The first was to design a new system for Study Skills, the second to adapt Study Skills to the existing media file in the district's computer. Following a meeting with the data processing department, it was determined that the most plausible means would be to incorporate Study Skills into our media file.

Briefly, the instructional materials center file consists of 142 character records stored on a disk storage file.

A typical entry would be as follows:

Type	Key	Title-Name	Dewey
104	00302	Beginning Location Skills	912.00

Pub.	Grade	School	Count
139	P	30	1

The Type number is a three-digit code which classifies an item according to the type of material it is. In this case, 104 is an overhead transparency. The Key number is a five-digit sequence code which identifies items within each Type code. This number is closely related to an acquisition number within each type. In the example listed the Dewey number has two zeros after the decimal point; our computer program is written to allow for two numbers here and these positions must be filled even when there are no numbers after the decimal point, hence the zeros.

Changes, additions, and deletions are processed randomly against the IMC file from punched cards.

Virtually the same data are used in the Study Skills and IMC file. We merely opened space behind each record in the media file for the subject and skill code. The data output would be as follows:

Skill		S1
Type	**Key**	**Title**
Tran	00302	Beginning Location Skills

RB2		
Dewey	**Grd**	**Level**
912		P

(Continued on page 128)

CESA 16 tape cooperative

As many copies whenever you want as long as you need

Library aide Jan Pierce makes a duplicate tape.

Dennis R. Allmon

Cooperative Educational Service Agency 16 initiated a cassette cooperative during the fall of 1973 using Xerox (Center for Cassette Studies) Tapes. Schools joining the cooperative were assessed an initial membership fee to purchase a high-speed tape duplicator and about 200 tapes. These are housed at the CESA headquarters at Waukesha. The cooperative now has about 32 members and the tape library has expanded to 335 tapes.

Member schools can purchase tape copies from the CESA at cost, $2 for the first copy including catalog and check-out cards and label, $1.25 for a second copy at the same time. Mukwonago High School (the district media center) has duplicates of all 335 tapes and a duplicator; the junior high and elementary schools have copies of some of the recent tapes. About 16 other CESA schools have bought copies selected from the basic 335 tapes.

This tape cooperative works because Xerox allows member schools to make as many copies as they need and to keep them as long as they wish. On request from a teacher or student, the librarian from a member school writes or calls the CESA headquarters, which makes and forwards a copy of the desired tape.

In Mukwonago tapes are listed in media center card catalogs, and master lists from which librarians and teachers can order are provided by the High School to each school building. When a student at the High School looks up a tape in the card catalog or receives a reference from a teacher he/she goes to the circulation desk in the library and asks for a tape. The aide takes the original tape from the shelf and a blank cassette and inserts them into the high-speed duplicator. The student is then given the copy and a recorder/player with headset to use in the media center. The security of the original is thus assured. The student may also check the equipment out and use it at night. The procedure is adapted for the other schools in the district.

This system has several plus factors: several persons can use a tape at the same time; when a tape is returned there is no need to check it since it is reused as a blank; when the same tape is assigned to several students copies can be made ahead of time.

The tape cooperative has brought the cost of tapes within reach. In the future perhaps other companies will offer the same program.

Mr. Allmon is Media Director of the Mukwonago Area Schools.

The state agency library

Information resource in Wisconsin

Marjorie Westergard

As far back as 1916, there was a concern in State government for the departmental library. A series of conferences was held in February and March of that year by the Wisconsin Civil Service Commission in cooperation with the Free Library Commission for the benefit of departmental librarians. A booklet was published with outlines of the six programs.

A departmental library is defined in that booklet as ". . . any classified collection of material valuable for reference in the work of a department. This material may include pamphlets, reports, clippings, notes, outlines, blueprints, maps, etc., as well as books. This material may be kept on shelves, in folders, in vertical files, in pamphlet boxes, or in any other way to be most readily accessible." Subjects covered in the series of conferences were "Making the Most of a Departmental Library," "The Libraries of the Capitol," "Securing Material for a Departmental Library," "Additional Material in Madison Libraries," "Keeping a Departmental Library in Order" and "Finding Material in a Departmental Library."

At this time all State offices were located in the State Capitol, since State government had not assumed its present size and scope. Eighteen departments are identified in this little publication as "having in their libraries material about which other departments might desire to know."

In the chapter on "Keeping a Departmental Library in Order," M. Blanche Lyle states: "The distinguishing feature of a departmental library should be the availability and accessibility of the material. If it were not so, the people in the department might as well use the public libraries.* The person in charge must remember that he is dealing largely with people who know their subject so that he can use what are practically laboratory methods and may dispense with all fixed library rules.* No material should be kept merely because it is already in the department. All material should be selected to fill some purpose; it must be up-to-date, and kept in such shape that it is always readily usable."

*The author of this paper takes exception to these statements, recognizing that they were written nearly 60 years ago. First, much of the material needed would never find its way into a public library collection since it is so highly specialized and of limited value to the general public. Secondly, it would be impossible to do away with all fixed library rules, since certain practices and procedures of librarianship are essential to the efficient operation of a departmental library, albeit with certain adaptations to the individual library.

In the chapter on "Making the Most of a Departmental Library," Dr. Charles

McCarthy regarded the library as a necessary part of the department in order to conduct the business of state in the most efficient manner. His advice to the librarian to make himself absolutely essential to the department and his criticisms of those departments that do not place enough importance on having a highly efficient library operation are just as valid today as they were then. In fact, with the exception of a few changes in name of departments and the dates mentioned in the booklet, the concepts and information contained therein can be applied today.

In 1969, the Division for Library Services of the Wisconsin Department of Public Instruction prepared a *Guide to Wisconsin state government agency library resources.* At this time, 27 libraries were identified, excluding the library of the State Historical Society. The purpose of the survey was "to gather together current basic information about the libraries and materials collections used to support the operation of various units of State government in the Madison area." It was revised in 1970 and in 1974.

Much of the same information is given in the *Directory of libraries and information centers,* published by the Madison Area Library Council, and *Public, academic and special library service record,* published yearly by the Division for Library Services. Many of the libraries identified are merely collections for the use of a particular agency, not attended by a person familiar with library practices, and not particularly interested in sharing their resources with anyone else.

Even though the Reference and Loan Library, the Legislative Reference Library and the State Historical Society library are considered as State agency libraries, their scope and their services rendered are in the realm of the large libraries. For this purpose, only those small agency libraries with a staff of one or two people were contacted, and these have shown an interest in interlibrary cooperation. Most of the libraries are of fairly recent origin and consist of rather limited amounts of current material. Much in their collections is that which has been accumulating around the agency. Finally assembled in one place, it is organized into some sort of order where some control can be exercised over the acquisition of new material for the future.

As one might expect, the bulk of material in these collections falls in the category of documents and reports. Very little will be found in forms other than the printed document, such as microfilm, microfiche, etc. Part of this can be attributed to the lack of awareness of either agency personnel or the librarian as to its potential, or else to resistance to change. Since these libraries must provide their users with the latest information available, it is not unexpected to find some fairly large collections of periodicals.

Since most of these agency libraries are similar in size, the services they provide their personnel tend to be similar. The degree of difference in the quality of these services depends on the training and experience of those in charge of the library. Eight of the librarians have master's degrees in Library Science, one has a B.A. in English, and three have typist or other Civil Service classifications, but a number of years' experience in maintaining their libraries. The most important attribute they all possess is a desire to provide the best service they possibly can, plus a willingness to share their knowledge with each other.

Three of the larger departments, Agriculture, Natural Resources, and Revenue, do not have any central control of their informational resources. Each staff person has his or her own private collection of materials. Except for central files for publications generated by them, mainly archival in nature, there is no way of knowing what is available or who has it.

The duplication of materials and the time and effort in locating information could be greatly diminished by an established library and a competent librarian. Librarians from ten of these libraries, along with the documents librarian from the State Historical Society Library, began an informal organization in January 1973 which meets once a month at a different library. At these meetings common problems are discussed, new materials are examined, any new publications an agency may have just produced are passed around, and ideas are shared.

Since the Reference and Loan Library is by law required to serve state agencies, agency librarians look to its staff for advice and guidance. Its services have always been available to State agency personnel, but since this group began meeting, it is expanding its collection of material relevant to the functions of State government and providing a wider range of reference services and interlibrary loan capabilities than in the past. One hopes for the day when the Division for Library Services will be able to provide a consultant to work with the agency librarians exclusively, and — an even wilder dream — to provide a central computer-produced catalog of our holdings, centralized processing and computer terminal access to many of the reference tools most of us have neither the space or money to acquire.

Another very important service that one hopes to see someday is a program of inservice training. Since the training for administering a State agency library is currently lacking in library schools, the Division for Library Services could provide a real service by such training. Some agency libraries have a rapid turnover of personnel. A new person may or may not have had any library experience or training. That individual also may have been in an entirely different type of library and therefore be quite unprepared for the functions and procedures encountered.

Since one of the major problems is trying to locate current material in the form of reports and studies, and these very rarely show up in the usual reference sources, some of the agency librarians prepare lists of recent acquisitions. These are distributed to agency personnel, and are also exchanged among the agency librarians. This has proved extremely helpful in that those who may not have frequent need for a particular document can borrow it. Occasionally duplicate copies are shared.

Heavy use is made of periodicals; the *Union list of periodicals of libraries in Dane County* has probably been the single most useful tool to many agency librarians. This publication was revised in 1974. Since not all agency librarians have the time or ability to provide in-depth research services to their agency people, much of the service consists of merely providing the publication or putting a person in touch with the proper source of information. Useful for these purposes are directories published by the Madison Area Library Council. Since much of the impetus for State agency library personnel to become acquainted with each other came from agency libraries' membership in the Madison Area Library Council, agency librarians feel most fortunate to have an organization of this kind in the Capital City. Member libraries come from all categories — public, school, academic and special. Representation on the board is balanced to include representatives of each type of library.

Other MALC library personnel are encouraged to join the various committees including those that carry out the programs of interlibrary interest: directories, union lists, special publications, tours of libraries, workshops, colloquiums, and projects such as trying to iron out the problems of interlibrary loans, photocopying, parking and pick-up of library materials.

(Continued on page 125)

Intertype library cooperation

Wisconsin Valley builds on a way of life

Dan Eckert

While intertype library cooperation has been a way of life in North Central Wisconsin it has been only recently, with the advent of system legislation, state aid allocations and management-by-objective planning techniques, that efforts to formalize working agreements and to develop long-range intertype programs have begun. Building on the past, and utilizing already established means, the Wisconsin Valley Library Service (WVLS) began work in 1974 to implement the intertype library requirements mandated by the Wisconsin Administrative Code, PI 6.06 (9) and (10), and specified in the 1974 *Wisconsin public library system standards*.

Since unformalized intertype library cooperation (ILC) was already a historic fact, accepted by area librarians and their governing boards, WVLS selected not to approach ILC by establishing another organization (e.g. NEWIL, North East Wisconsin Intertype Libraries, Inc.) specifically for the purpose of working in this area. Today, as an alternative, the responsibility for ILC development within the WVLS area lies with the system's Library Advisory Committee, a group founded in 1963 and composed of librarians from all types of libraries. This committee and its various subcommittees advise the system Board of Trustees on overall program developments. It is important to note that at present approximately half of the committee's 21 members represent libraries other than public.

Upon the advice of the System Director, the WVLS Library Advisory Committee appointed three special subcommittees in March 1974, including one on ILC. Beginning work in June 1974, the subcommittee on ILC established recommended criteria for all future formal WVLS intertype agreements. In October, the subcommittee met with the State Coordinator of Intertype Library Services, Mrs. Margaret Branson, and discussed program planning and development.

Program priorities were selected on the basis of need, practicality and attainability. The subcommittee agreed that the final arrangement of priorities should encourage accelerated ILC and build positive channels of communication. Priority recommendations consisted of 1) the development of a directory of all libraries and librarians in the WVLS area, 2) publication of a union list of periodicals held by all participating libraries in the Wisconsin Valley Library Service area, 3) development of a computer-based union catalog of audiovisual materials and equipment held by all participating libraries.

Since the third project was not scheduled to begin until May 1976, only the first two recommendations were subjected to the techniques utilized in the

Wisconsin public library systems 1975

KEY

System Headquarters •

Division for Library Services
Wisconsin Department of Public Instruction
January 1, 1975

management-by-objective methodology, the result being a workable goal-objective development schedule that was written into the 1975 WVLS system plan.

While the following outline does not illustrate in detail the present WVLS plan for ILC, it does briefly summarize the goals and objectives from which can be gained some insight into the future impact of system programs upon intertype cooperation in the 10-county area.

Goal 1: To identify and enumerate library resources and personnel in academic, special, school and public libraries in the Wisconsin Valley Library Service area and to publish this information in a directory. The completion date for this project was set for mid-June 1975.

Objectives relating to Goal 1 are:

1. The utilization of currently unused area resources by the headquarters interloan department.
2. Increase the total interloan requests generated by previously unused area sources by the end of 1976 by 1 percent.
3. Increase meetings and workshops devoted to intertype cooperation during 1975 by 25 percent, and by the end of 1976 by 40 percent.
4. Increase by 15 percent the Library Advisory Committee membership by the end of 1975, and 20 percent by the end of 1976. These members will represent libraries other than public.
5. Increase the number of intertype agreements signed during 1974 by 50 percent in 1975, and 75 percent by the end of 1976.

Goal 2: To assure library clientele in the state of rapid local identification and verification of periodicals within area libraries and to promote interlibrary loan services through development of a computer-based union list of periodicals. Completion date for this project was set for March 30, 1976. The objectives relating to Goal 2 are:

1. The number of total periodical requests received by the headquarters library should increase by at least 5 percent during the first year, and by 10 percent during the second year.
2. Staff time spent in the annual update should be reduced 40 percent in the first year, and 65 percent by the end of the second year. If these stated objectives are reached during the coming year, it will mean that the system has been able to 1) identify and better utilize existing informational sources, 2) get more local librarians involved in local cooperative programs, and 3) strengthen working arrangements into working agreements. All of this should in the end benefit most of the clientele of most of the participating libraries.

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Mr. Eckert is the Administrative Librarian of the Wisconsin Valley Library Service, Wausau.

The **Infopass program** of the Library Council of Metropolitan Milwaukee, started March 15, serves 88 LCOMM institutions and 34 Tri-county Library Council institutions. It permits members of either council to provide direct access to 122 collections in the Southeastern Wisconsin area.

A short course in human relations

The six most important words:
"I admit I made a mistake"
The five most important words:
"You did a good job"
The four most important words:
"What is your opinion?"
The three most important words:
"If you please"
The two most important words:
"Thank you"
The one most important word:
"We"
The least important word:
"I"

—Reprinted from *Parade magazine*

Automated circulation system

in the Milwaukee County Federated Library System

Michael C. Frehse

During 1975 the Milwaukee County Federated Library System will install an automated circulation system with on-line circulation terminals at all member libraries' circulation desks. Twenty-three separate facilities using 49 terminals will be put on-line via telephone lines to a centralized computer during this year. In addition five portable data capture units will be available for use on bookmobiles.

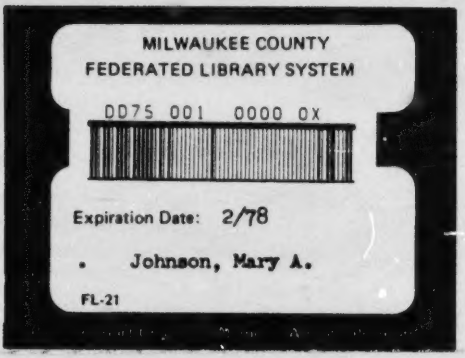
The Federated System decided in 1973 to investigate the possibilities of an automated circulation system which would provide the opportunity for all the system member libraries to consolidate their circulation systems into a systemwide activity. These range from manual through mechanical to photographic charging systems.

The proposed electronic system was to enable the member libraries to develop a systemwide card. A copy of the system registration file will be reproduced by a computer on microfiche and distributed on a regular basis for members to use. The original application will be kept on file for only the three-year period. The system will go into a three-year registration period as a means of purging files of inactive borrowers. After a study of the various circulation systems available, specifications were written and bids were accepted in early 1974. In September 1974, after six months of negotiations, the bid was let to Checkpoint Systems, Inc. of New Jersey. The system is scheduled for installation during May and June 1975 with performance testing starting in July.

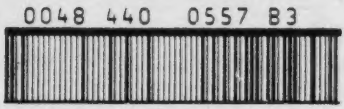
Attached to each on-line terminal is a "light pen." The light pen is hand held and will read a bar-coded label as the pen is passed over the label, which will be affixed to both borrower cards and circulating materials.

When a borrower wishes to check out materials the label on the borrower's card and the material is read via a light pen. Materials are returned by passing the light pen over the coded label on the material. Instantaneously the data concerning the transaction (borrower number, item number, exact time and terminal location) is stored in the central mini-computer. These aspects would allow any public service point in the circulation system to clear the record of the borrower immediately when the material is returned and allow the material to be shelved, thereby eliminating the procedure of replacing the bookslip in the book now required in the manual and mechanical charging systems. By eliminating this one step, the library can reshelve material faster and achieve improved service.

Another feature of the electronic circulation system relates to reserves. Once a book is placed on reserve, all copies of that title that are in circulation and filed in the computer are reserved. Member libraries can thus draw on all system



Sample borrower's card



Sample bar-coded label used for identifying circulating materials

copies of a title to fill reserves. The manual system which is presently used involves shelflist checking and telephone calls to agencies which have the book to request them to reserve their copies of it. This is an essential but time-consuming and nonproductive procedure. Under the electronic circulation system, any activity (charging out and checking in) on that title will indicate that the book is reserved. When the material is returned, the borrower will be notified that the reserve is being held for him.

Delinquent borrowers also will be entered into the computer. These entries will enable member libraries to identify delinquent borrowers immediately and stop them at the charging desk.

With the electronic circulation control system, delinquent notices can be printed out at intervals determined by the staff. Delinquent lists on microfiche will be made available so that each member library can have a complete listing.

The key to making this system work is the cooperation and effort which each member library is giving to get this project under way. The first steps taken were to develop a systemwide borrower card and to centralize the handling of registration. System members are now planning a reciprocal borrowing agreement between all member libraries. This agreement will provide better access to all collections within the system and enhance the reserve materials feature.

The by-products of this system are as great as the circulation features for which it was designed:

1. The elimination of the book pockets and bookslips along with the elimination of their manual handling will be one of the biggest accomplishments realized.
2. Regular receipt of the microfiche system registration file will expedite its use by system members. Keeping the original application form for only three years and having a three-year registration period will serve as a means of purging files of inactive borrowers.
3. Computerizing all shelflist materials will provide a union shelflist for the system.
4. By having both registration and shelflist data computerized, overdue notices can be done by the computer.
5. Reserve notices can be printed by computer with material routing instructions to each library.
6. Statistical reports will be available showing an accurate picture of circulation of materials both by class and form for all member libraries.
7. Finally, within a few years after the electronic system has been in use a majority of the collection will be adapted to the charging system, thereby permitting staff members to inventory their

collection through a portable terminal with a magnetic tape cassette.

Presently the Federated System staff is involved in three projects. The first is to shelflist all 300,000 volumes of suburban member library materials and feed that data into the computer. The second is to re-register and issue new bar-coded borrower cards to all library users. The last project is to insert bar-coded labels on all the circulating materials in all member libraries' collections. As these projects are completed and the hardware is installed in the member libraries, this system will help bring about better library service by providing greater access to library materials to residents of Milwaukee County.

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Mr. Frehse is Library Information Systems Supervisor of the Milwaukee County Federated Library System.

STATE AGENCY LIBRARY

(Continued from page 119)

Out of this Council have come various suborganizations. The CESA (Cooperative Educational Service Area) 15 group, comprised of librarians from elementary and secondary library media centers, were the first to begin meeting together on a more-or-less regular basis. This is the second subgroup of libraries with similar and common problems and operations to organize.

With about 200 different libraries and information sources in Dane County alone it would be next to impossible for any one library to have everything it needed to provide reference and information services to its users. The special library perhaps needs these things more than any other type of library. One must encourage and work for cooperation on all levels in order to achieve maximum delivery of library services at the least cost, and to assure the use of available resources.

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Mrs. Westergard is Librarian, Wisconsin Department of Administration Library, Madison.

ALA goals

The Council of the American Library Association adopted as policy the following "Goal and Objectives" at the 1975 Midwinter Meeting in Chicago.

The Goal of the American Library Association is the PROMOTION OF LIBRARIES AND LIBRARIANSHIP TO ASSURE THE DELIVERY OF USER-ORIENTED LIBRARY AND INFORMATION* SERVICES TO ALL.

The following objectives are integral to the achievement of the ALA Goal:

1. Provision of library and information services and resources for all the people of the United States of America in order to increase their opportunity to participate in society, to learn, to achieve self-fulfillment, to pursue careers, and to obtain information needed for research.
2. Provision of leadership for interlibrary cooperation leading to a nationwide information delilery system which equalizes access to information resources.
3. Cooperation to achieve increased access to library and information resources throughout the world.
4. Support of intellectual freedom as expressed in the *Library Bill of Rights* and the *Freedom to Read Statement* and support of librarians, trustees, or libraries whose defense of these principles is challenged.
5. Development and support of library personnel and trustees through affirmative action, education, personal welfare, and training.

*Information as used here includes ideas, the product of man's creative endeavors, facts and data.

The making of . . .

a business information service

Elizabeth M. Walkey

Working with the economic community can be the most fulfilling, and the most frustrating, of a public library's public service activities. Fulfulling — when one sees local business news items and knows that the library was involved in corporate decision making. Frustrating — when one realizes a budget already stretched to capacity cannot provide exotic (meaning expensive as well as innovative) reference tools, nor will it permit new hires, or extensive retraining of present staff.

Milwaukee Public Library's Business Information Services (BIS) program is based on a three-fold philosophy that: the business community is largely unaware of the library's potential; information is an exploitable commodity; and an informed business community increasingly will support its library in a variety of ways.

Since mid-1974, thousands of Milwaukee-area businessmen have been alerted to the existence of BIS. The library's weekly *Reader* featured a substantive article "What Is BIS?" which reached MPL's long subscription list, as well as walk-in patrons. Subsequently 5000 reprints of the article were distributed by Metropolitan Milwaukee Association of Commerce, Milwaukee Chapter American Marketing Association and various technical and business conference committees. Both the *Milwaukee journal* and the *Sentinel* carried articles.

With this publicity the list of local businesses actively using the BIS program has soared. In addition, BIS referrals have increased from the U.S. Department of Commerce Field Office, Small Business Administration, Center for Venture Management, market research director of *Milwaukee journal*, and many pleased clients who recommend BIS to other executives in their plants as well as in other companies. No doubt about it, local business has become more aware of MPL's BIS.

In coping with BIS requests the staff utilizes "old favorites" (Moody's *Industrial manual;* Dun & Bradstreet *Million dollar directory; Encyclopedia of associations*, Gale Research Co.) as well as less familiar resources (*American statistics index, Congressional Information Service; Annual statement studies*, financial ratios and composite financial data by industry type, Robert Morris Associates; *Barometer of small business*, operating figures and statistical ratios by industry type, Accounting Corporation of America) in addition to a wide variety of current and recent back issue periodicals, plus ephemera that escape notice by many public libraries. The library is seeing justification-in-action for selection of materials previously acquired on a purely theoretical or speculative basis. Indeed, staff report heavy use of items little or never used in the past. The staff itself (our most significant resource, since the

best collection is useless without gifted staff), in handling BIS questions, is becoming more proficient in the use of unfamiliar materials. Staff skills and the information content of the collection are being exploited as never before.

Support-wise, we receive recommendations to new patrons, letters of commendation and some financial rewards. A number of professional associations and trade groups contribute annual checks, or specific titles, to the library. The area of bequests and tax-deductible annual gifts, as well as grants to partially support BIS, needs further exploration. With its growing popularity increased funding is a matter of high priority.

A decision regarding service for pay looms in this library's future as it does for others. The need for specialized training, additional staff, acquisition of expensive materials and contemplation of on-line data base services dictates that at least a portion of expenses for business service must be recovered. Yet this poses a problem to some public libraries due to municipal accounting policies. In such cases it may be feasible to investigate contractual arrangements through the state library agency, or through a cooperative library council, so that fees collected can more readily be channeled back to the library for the development of its service.

Under the BIS program MPL provides businesses (corporations and sole proprietors) with: 1) a free library card, for companies in Milwaukee County, for withdrawal of business-related materials; 2) a charge account for copy services; 3) consultation and research (this saves time for the businessman but usually brings him into the library, too); and 4) library orientation talks and tours for business groups. It is not necessary to have a card, or an account, before consultation and research begin. But businesses are encouraged to establish these relationships before the need arises. Too, card and account result in positive public relations for the library out in the business world. Businessmen particularly appreciate the fact that the card can pave the way to short-term loan of reference materials.

In establishing a company card we request the name of the corporate librarian. If such a company function exists, we use the office as a contact point or coordinator for the company's information needs to insure that its own library resources are being fully utilized rather than bypassed. Relations with company librarians can be a two-way street. They may assist with an occasional copy of a periodical article from an issue temporarily missing from our stacks, or refer us to a company expert in a subject field of interest.

Librarians from other institutions, on search or orientation missions, are welcome at BIS. We can guide them to unusual business reference tools and discuss approaches to information search. However, the BIS office still consists of a staff on one — one who frequently is out in the business community. Therefore, and because this is most efficient for the businessman, BIS transacts much of its work by appointment. A call in advance is a mutual accommodation.

The evolution of LCOMM (Library Council of Metropolitan Milwaukee) with its INFOPASS program, and the MCFLS (Milwaukee County Federated Library System), are formalizing our transactions with company libraries, and

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Midwest
Federation of Library Associations
October 1-4 (new dates), Detroit
continuing education—affirmative action
media production — public relations
Ralph Nader — special libraries
Wisconsin among six friendly states

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with other public libraries serving business organizations. In the latter case, we prefer to deal with local business inquirers directly for effective feedback in this important reference interview. Too, should an inquiry result in a brief reference loan, it is made to the business directly from Central Library (where Milwaukee Public Library System's business references are concentrated) rather than consuming additional transit time by loaning through a neighborhood or suburban library or an MCFLS member library. Librarians outside these service areas, of course, are urged to send their requests for verified specific titles through their closest public library via interlibrary service.

Although recent literature abounds in references to business activities of public libraries across the country and abroad, two late items stand out as reminders that library service to business is no longer a tentative outreach. A new title at MPL is *Business information services: some aspects of structure, organization and problems,* Malcolm Campbell, 1974. Although of British origin this little volume is a point of departure for both small and larger public libraries putting new emphasis on business service.

The State University of New York — Albany School of Library and Information Science this summer hosts a three-week federally funded Institute on Library Service to the Business Community, for 28 selected participants. Topics under consideration for the sessions include: selection aids for business information, Predicasts and other commercial business services, census materials, statistical sources, service for pay, business newsletters and workshops, field representatives to the business community, and a variety of on-line services.

Can there be any doubt that library service to business is here to stay — an aggressive, responsive activity rather than mere lip service, that transforms the public library into a virtual member of many corporate teams? Not an easy life, but definitely a challenging and rewarding contribution to society. And isn't that what public libraries are all about?

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Miss Walkey is Coordinator, Business Information Services, Milwaukee Public Library. Article title used with apologies to Pete Wilson, WTMJ-TV, Milwaukee.

CONCEPT INDEXING

(Continued from page 115)

In the Study Skills component the skills are placed on two student monitor sheets which are numbered S1 and S2 respectively. The particular transparency listed above is placed in the skills listed on page one or S1. The symbol RB2 is an alpha-numeric code given to individual skills in the Study Skills component. RB2 represents the Picture Symbols skill. The code means that this skill is in the representation strand (R), is a level B skill (B), and is the second skill presented in this strand (2).

One real asset of this program is that a listing of all materials available to teach a particular skill can be provided to any teacher upon request. Sharing of materials between individual schools and school districts is easily handled by a quick computer print-out by subject, skill or title.

As schools become involved in the IGE program it becomes advantageous for them to examine the IMC file to determine which materials have proven best in meeting specific skill needs. Any school that is involved in the IGE program and interested in this type of material correlation may contact the author. This program can be easily adapted or modified to fit local needs.

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Mr. Grahek is the Media Supervisor at Pinewood School, Mounds View School District, New Brighton, Minnesota.

OCLC in Wisconsin

UW — Green Bay is first on line

Robert L. Taylor

On January 9, 1975, the University of Wisconsin — Green Bay Library became the first library in Wisconsin to produce catalog cards through usage of the Ohio College Library Center on-line cataloging system. This first "production" represented a milestone in two years of planning and negotiating. Presently (February 1975) we have access to OCLC through Tymeshare (a dial-up switching network with the capability of accessing many large computer data bases including OCLC). This dial-up access method was set up for small federal libraries by the Federal Library Committee of the Library of Congress, behind the leadership of James Riley. (For information on how to take advantage of dial-up access to OCLC, write to Lillian H. Washington, FLECC Coordinator, Federal Library Committee, Library of Congress, Washington, D.C. 20540).

When the dial-up network became available on July 1, 1974, we were able to take advantage of it because we already had the necessary terminals and data sets. We were able to use the same cathode-ray tube terminals to gain access to OCLC that we had purchased for the development of our own on-line acquisitions and cataloging system. Now that we have both OCLC and our own system working, we find that they are complementary.

Two methods are available through which a library may gain access to the OCLC cataloging system: a dial-up method through Tymeshare; and, a direct leased line connection to the Ohio College Library Center. There are two basic differences between the methods of access: volume of work (number of titles processed and other intended searches); and, the speed and ease of on-line cataloging. The dial-up method can be used economically by libraries processing less than 12,000 titles per year and who do not intend to do much bibliographic searching other than for production of catalog cards. In order to join OCLC by any method, you must first get permission from OCLC. By April, the UWGB Library will be using OCLC via leased lines, primarily because of our high volume of searching in conjunction with our processing for 25 other libraries.

Both the professional staff and paraprofessional staff have adapted quickly and painlessly to bibliographic searching by computer terminal. (In fact, it is so easy that at times it is boring.)

Our general usage of OCLC is:

1) We search for all bibliographic data using the OCLC data base and find 80-90 percent. We retrieve this data in hard copy and use it for ordering, searching, etc. (We have had excellent results in searching children's books.)

2) We use a CRT (cathode ray tube, or video display terminal) for cataloging

our own material, and buy cards from OCLC only for our own library. If we cannot find an item on the OCLC database, we do original catalog entry into OCLC.

3) On a limited basis we have tried searching for location of interlibrary loan materials and found that successful also. This is an area which we shall expand.

4) We search all "approval plan" books that we intend to keep and find about 70 percent. (A second search two weeks later finds about 80 percent of the remaining books, etc.)

The results of using OCLC have had a tremendous impact on our technical services section:

1) "Match-copy cataloging" is easily and quickly done by a paraprofessional. (Write down the call number and ask for cards.)

2) We have been able to move one full-time person to the public services section, and have realized more work from fewer people with less strain. We feel that this is only the beginning.

3) Our professional catalogers must follow the *Anglo-American Cataloging Rules* to the letter, in order to maintain the standards for original cataloging required by OCLC. (This applies when doing original work on the system.)

4) We had to re-think much of the workflow to take the greatest advantage of the OCLC system. However, this is a continual process in many libraries attempting to stay even with rising costs.

OCLC is a shared cataloging system, and when joining, the library or group of libraries must sign an agreement not only to pay for services, but to input original cataloging. By inputing original cataloging into the shared cataloging system, a library can realize an overall saving of 25-35 percent of the total costs of the system.

In all of our dealings with the Ohio College Library Center, we have found the staff there to be most helpful and knowledgeable, from the chief engineer to the librarian-instructor who came to train our people (after our library catalogs had been programed into the OCLC computer).

We plan to take advantage of future OCLC systems such as periodicals control and to make use of their computer tape and print-out services. Of all the things that have been said and written about OCLC as a powerful library resource, the most important thing is that OCLC is a dynamic system which is continuously growing and developing.

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Mr. Taylor is Associate Director for Technical Services at the University of Wisconsin — Green Bay Library.

Library programs for developmentally disabled

University of Wisconsin — Oshkosh
March 22, 1975

Library programs for the developmentally disabled were featured at a conference sponsored by the UW — O Library Science Department and the U. S. Department of Health, Education and Welfare. Various sessions considered programs for various types of libraries and the meeting closed with a discussion of sheltered workshops.

Degree for academic librarians

The Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, at its meeting on January 23 approved as policy the following statement:

"The master's degree in library science from a library school accredited by the American Library Association is the appropriate terminal professional degree for academic librarians."

Public service policy

University of Wisconsin — Parkside

Judith Hamilton
C. Burnelle McIntyre

Helping all patrons to use the facilities offered by any library is the most important job of a Public Service Division. To do this job effectively, a library needs to have public service goals and objectives. The goals and objectives should be written down and included in a policy. It should deal with the kinds of bibliographic services that will be offered, the use of the library space, interlibrary loan, telephone reference service, instruction in the use of the library, and the library's relationship with the community.

A written service policy is useful so that uniform service can be provided by all staff members in the library. It also enables the staff to evaluate more carefully the services being provided. Many libraries use staff from other divisions at their reference desk. A written policy means that these staff members are better aware of the procedures and services of the division.

As part of the recent reorganization of the University of Wisconsin — Parkside Library into three divisions, the Public Service Division decided to draft its own policy. The library had never had a written public service policy.

A committee of four librarians from the Division was formed during February 1974 to study the operations of the Division. Before actually writing the policy, the committee members examined pertinent materials relating to public service policies developed by other libraries. Among the materials the committee found most useful were the service policies from the University of Massachusetts and from Wayne State University.

Before drafting the policy, the committee decided that the following categories of users should be included: faculty, staff, students, students from other universities, and the general public.

The committee discussed services it thought the Division should provide for these patrons. These services were grouped under direct and indirect. The committee then listed all the services that would be provided under each category. The services apply to all groups of patrons unless otherwise specified.

The policy was drafted and approved and is now in effect at the Parkside Library.

I. Direct User Services

A. Materials Services
   1. Help patron locate materials in our collection.
   2. Photocopies by staff of library-owned materials will be done only to answer information questions.

B. Citation Services
   1. Citation will be given when user has incomplete or inaccurate

verification, in person, by phone or mail.

2. Under special circumstances bibliographies will be prepared for faculty members.

3. At any time staff will train and assist student employees of faculty in preparation of bibliographies.

C. Information Services

1. Staff will provide answers to specific questions involving facts (e.g. address, spelling of name).

2. Staff will provide simple summaries of facts (e.g. biographical sketch prepared from multiple sources).

3. Staff will assist patron in state of the art summaries or critical reviews.

D. Work - Space Services

1. Library will provide temporary use of library conference rooms for use by individuals or groups.

2. Library will provide on a year basis study carrels for use by faculty members.

E. Instruction and Consultation .

1. Regular informal sessions should be provided when specifically requested.

2. Regular formal courses for credit should be available.

3. Library staff time and space should be made available for any scholarly exhibits.

II. Indirect User Services

A. Materials Services

1. Requests for materials not owned by the Library may be made on Wisconsin Interlibrary Loan Service (WILS) request forms in person or by mail.

2. Requests for materials not owned may also be made by telephone.

3. All citations will be verified by library staff when necessary.

4. Requests for materials will be processed through WILS when possible. These requests will follow WILS loan rules.

5. Requests for materials by faculty will be referred to other libraries when necessary. These requests will follow American Library Association (ALA) Interlibrary Loan rules.

6. Requests for in-print materials will be referred to WILS only.

7. Requests for renewals must be made before expiration of loan period. Requests may be made in person or by telephone.

8. Requests for serial articles will be supplied in facsimile.

9. Faculty will receive facsimile materials from WILS free.

10. Students will receive facsimile materials from WILS free.

11. Faculty and students must pay for any facsimile materials received outside the WILS system. Payment will be made upon delivery of materials.

B. Consultation services

1. Library staff will give tours to outside groups.

2. Consultation sessions about our services will be provided for outside groups.

3. Library should be a leader in developing interlibrary communication.

Ms. Hamilton and Ms. McIntyre are Librarians, Public Service Division, University of Wisconsin — Parkside, Kenosha.

Changing roles:

the Wisconsin public library then and now

Karla Fingerson

Through more than 100 years of development, the Wisconsin public library has experienced changes in philosophies, in structures and, most importantly, in services.

In the early years, libraries tended to move wherever their librarians were — great for the librarian, but a little difficult for the historian to follow. The Black River Falls library was housed in 12 different locations between 1868 when it was organized as a private library, and 1902. The news depot, bakery and restaurant, dressmaking and millinery shop, post office, city hall and local school all played host to the library which became Wisconsin's first official public library in 1872.

A dentist's office served as home for Sparta's stock association library in 1861. The library was developed for citizens possessing "culture and literary tastes" for purposes of "mutual intellectual improvement."

Whitehall's library was designated the home for a local telephone company's exchange office. The librarian attended to the exchange and for her service the library received $125 a year, adding significantly to the salary that could be offered for "someone to attend to the library." All talking was prohibited except that done by the operator.

In those early years of association and private libraries books were often loaned on a rental basis (sometimes auctioned), no person was allowed to handle books on the shelves, overdue fines were often based on miles traveled to send for the books, and children were not allowed under any circumstances.

Times have changed, but some similarities remain.

Public libraries: services within

Many libraries first appeared in the late 1800s as newspaper reading rooms for men and as cultural/spiritual centers to aid the working class in making good use of their leisure time. "Librarians" at that time were little more than clerks, and books were not organized in any formal way until about 1900 when the Wisconsin Free Library Commission began insisting.

Since 1900, the nature of library buildings, collections and the librarian has changed. Libraries are now usually in their own buildings, though many still share city hall space. Library collections have expanded considerably from the traditional newspapers, few magazines and a few hundred donated books. We still pay a great deal of attention to literary values of materials, though not so much for spiritual fulfillment as for racism, sexism, pornography and related issues of our times. Censorship is no longer a widely accepted practice.

The librarian has changed and is no longer a dentist, postman or telephone operator doing library-ing on the side. Emphasis today is on professional degree or credit study in the field, and state certification. The librarian also now offers reference and referral services in addition to clerking.

And of course, talking is usually permitted, people can handle the books, and children are encouraged to enter.

Outreach: service beyond

Outreach marks one of the most expansive changes in library service, though efforts did exist in early years to service the "disadvantaged." An early Wisconsin Free Library Commission goal was the extension of library services to isolated rural areas and lumber camps. Early Commission biennial reports list several libraries as providing "free service to farmers." Also, the Commission's traveling libraries — deposit collections of 30-100 books rotated between post offices, farm houses and small stores — often emphasized foreign language materials including German, Norwegian and Polish.

Outreach has continued to develop as special service to what we now call "special publics," by age group, ethnic origin, handicap or geographic location. The traveling library has given way to the bookmobile, service van and books (or music) by mail. Deposit collections, usually in the form of paperback books, are placed in beauty shops, barber shops and doctors' offices.

Probably the most significant change has been the recent emphasis on library services to state institutions, visible as a concern only since about 1968 and now part of long-range state planning.

Toys, media, cables and computers

Library collection formats have changed as our society has invented new forms or discovered that old ones have some value. Sheboygan's toybrary recognizes the educational value of many toys, and also tries to interest children in related library materials. (We still tend to believe broadly that any library resource has positive social value!)

Filmstrips, slides, audio and video tapes, films, radio, television and records have been added to many collections. Framed pictures are common though not quite as new as we might expect — Stevens Point was circulating them as early as 1899! We also now have a new kind of rotating traveling library — the Wisconsin Library Film Circuit.

Emphasis today is growing with technology and a recognition that primary material is not always found only in a book. Today's students are being exposed to media in the schools and are learning to produce their own. Visual literacy is recognized as an important reality in today's information availability.

As the technology expands, new forms for storage of increasing information are being found. Microfilm, microfiche and computers are becoming common formats for information. The future is expected to bring increasing reliance on data transfer, computer read-outs and community digital information systems, possibly directly into the home.

Television is increasingly recognized as an information tool, most frequently with community cable television systems. More children and adults are obtaining more information via this medium. Many public libraries are now producing their own cable TV programs and planning for future uses.

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Information power

The library — your answer place

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Public education and public libraries

Cooperation with schools in the past tended to mean that the local school offered a warm, well-lit room to house the society or association library.

Today the public library is a community learning center with resources for independent study at all educational levels. Summer reading programs for children are often coordinated with school systems. University of Wisconsin — Extension offers adult education counseling through many public libraries, and several libraries house the UW — Extension statewide Educational Telephone Network facilities for continuing education course participation.

Larger units of service

Along with ever-changing roles comes the ever-changing position that the local public library has within its own community, its county, its state and even its country. The early private benefaction or subscription library gave way after 1872 to the community tax-based free library, and now, since 1971, to the multicounty library system. Other changes have included intertype library councils and statewide interlibrary loan services. Systemwide library cards and reciprocal borrowing privileges further extend service.

Legislation and politics

Political activism has shifted from seeking benefactors to donate books or a building, to major funding efforts at the state and national levels. Although libraries are still considered "respectable" places loved by all, librarians have become aware in recent years that they need to fight for much of their support. These struggles surface in the political realities of local bond referenda, state library system and budget legislation, and federal funding. Accountability is increasingly important in a time of limited finances and growing competition for tax-support dollars. The current development of a legislative network for Wisconsin is an important implementation of this new political orientation.

The new public library

Public libraries in Wisconsin have become much more aggressive then in the late 1800s. They are still oriented toward service — a more expansive service than in the past, reaching more people in more ways. But the basic role is still almost the same. It's just defined a little differently.

Suggested historical reading

Stearns, L.E., ed. "Wisconsin Supplement." *Library journal,* April 1896, pages 177-193. Includes sections on the State Library of Wisconsin, the Library Movement in Wisconsin, Township School Libraries of Wisconsin, the Wisconsin Free Library Commission, the Wisconsin Library Association, Wisconsin Summer School of Library Science.

Wisconsin Free Library Commission. *Biennial report.* Madison, Democrat Printing Company. First: 1895-96; Second: 1897-98; Third: 1899-1900; Fourth: 1901-1902.

Ms. Fingerson is a Specialist and Program Coordinator for the University of Wisconsin — Extension Department of Communication.

Appleton reference samples

Recipe for making "glug," potent beverage of Scandinavian ancestry containing ample amounts of liquor and fruit.

How to cook bear meat.

Stock quotations on June 15, 1969.

Origin and customs of April Fool's Day.

Name of the placekicker for the Baltimore Colts in 1956.

Wisconsin library association

M. Nancy Burke

The first objective of the Library Development and Legislation Committee for the year 1975 is three fold: 1) to present a complete legislative policy statement to the total membership at the fall conference; 2) to establish a viable legislative network for Wisconsin; and 3) to react to legislative matters at the state and national level which will affect the library community.

The committee at its December 14 meeting considered state and national legislative activities. Mrs. Gretchen Lagana and her working group of the past year were asked to continue developing a legislative statement.

The key people in the legislative network were introduced on January 31 to their districts via a map showing names of legislators and how the network would operate. They were to go back to their districts and establish small committees representative of the WLA Divisions. It is planned to hold workshops in each district.

The Committee chairperson met with Eileen Cooke, Director of the American Library Association Washington office, during the ALA Midwinter Meeting and attended an ALA legislative discussion.

Problems derived from the Governor's budget message and that of President Ford were discussed on February 14. Mrs. Lagana presented the policy statement, and after a few changes and additions, it was to be sent to the total committee for approval.

Representatives from WLA presented an impact statement at the February 27 Joint Finance Committee hearing on the Department of Public Instruction budget. Eileen Cooke has requested that members contact Congressional representatives concerning library funds threatened with deferral or rescission, and about the White House Conference on Library and Information Services.

A WLA Legislative Newsletter has been sent to the general membership to alert members to their responsibilities in this area. A committee reflects the thoughts of only a few individuals. If you wish to be heard and to have a voice in the way things happen you must be involved. This Committee will try to stay aware of trends and activities and to keep you informed, but you must then act!

Ms. Burke is Chairperson of the WLA Library Development and Legislation Committee.

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Wisconsin Library Association
Annual Conference
"Back to Basics:
Material, Money and Manpower"
October 15-17, Madison

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Looking at Wisconsin

The Division for Library Services was **reorganized into three bureaus** in April, along lines recommended by recent management studies by the Wisconsin Legislative Audit Bureau and U.S. Office of Education library program officers Mrs. Elizabeth Hughey and Allen Sevigny. The Bureau for Reference and Loan Services, John Kopischke, Director, continues. The Bureau of School Library Media Programs includes library/audiovisual services; Bernard Franckowiak, School Library Consultant since 1968, has been named Director. The Bureau of Public and Cooperative Library Programs covers services to public and institutional libraries, to the handicapped and to intertype library projects. Mrs. Kathleen R. T. Imhoff, Public Library Consultant since 1974, is the Bureau Director.

Library development

The **Marathon Branch** of the Marathon County Public Library, newly reorganized, was opened on February 27.

The **Regner Health Sciences Library,** St. Michael Hospital, Milwaukee area, was dedicated in January with the unveiling of the portraits of the donors, Lawrence G. and Myrtle Regner.

The **Roberts** Branch of the St. Croix County Library, scheduled to open April 16, was named the Hazel Mackin Community Library.

The U.S. Congress overturned all of President Gerald Ford's proposed rescissions of library and education funding for the 1975 fiscal year. In library funding under the Library Services and Construction Act, Elementary and Secondary Education Act Title II, and Higher Education Act Titles II and V, $52,225,000 was involved. State **grant allotments to Wisconsin** made by the U.S. Office of Education are ESEA II, $2,156,088; LSCA I, $1,023,147; LSCA III, $50,109.

Personnel

Mrs. Kenneth Borchardt, Librarian of the Random Lake Public Library for eight years, resigned this spring. The library's story lady, **Mrs. Gary Kraus,** succeeds her.

Letitia Buckley, Librarian of the Hartford High School, who started as a Latin and English teacher, retired this spring after 40 years in education.

Edith Dudgeon, Director of the McMillan Memorial Library, Wisconsin Rapids, and of its predecessor, the T. B. Scott Public Library, since 1953, retired at the end of May.

Mrs. Carol Gibson, formerly head of information services at the Mead Public Library, was appointed Manitowoc County Library System coordinator this spring.

Ramon R. Hernandez, Director of the T. B. Scott Free Library, Merrill, resigned effective June 7 to become

Gladys Schluter, whose responsibility was the physical preparation of books in the Reference and Loan Library, retired at the end of March after almost 18 years of service. Lawrence H. Mischo, a graduate of the University of Wisconsin — Madison Library School, succeeds her.

Director of the McMillan Memorial Library, Wisconsin Rapids.

Allan T. Kohl, graduate of the University of Wisconsin — Madison Library School, became Audiovisual Librarian at Mount Senario College in October.

Henry W. Meyer, formerly Acquisitions/Cataloger in the Beloit College Libraries, this fall became Assistant Librarian for Public Services. **Lucille Maxworthy** is Acquisitions/Cataloger.

Dorothy Naughton, Director of the Lake Geneva Public Library, was appointed Director of the Waukesha Public Library effective June 1.

Mrs. Katherine Robinson, Librarian at the Cumberland Public Library since 1939, resigned as of May 1. Assistant Librarian **Mrs. Margaret Palmer** succeeds her.

Janet Schmidt, Head of the Technical Processes Department, Marathon County Public Library, died April 10 following surgery.

Polly Timms, formerly Young Adult Librarian of the Madison Public Library, is now in the Art and Music Division. **Lee Hayden,** formerly in Community Services with the Cedar Rapids (Iowa) Public Library, replaced her in the Young Adult work on October 21.

Mrs. Gladys Young, who helped to organize the Wautoma Public Library 40 years ago and serves as treasurer of the Library Board, was honored in November by the Wautoma Chamber of Commerce as "Outstanding Citizen of the Year."

Services

Drive-in service was started at the Brown County Central Library in March. Staffed 4-8 p.m. under the Comprehensive Employment and Training Act, the service will last until July 31 when the money ends.

Cedarburg Public Library installed the Checkpoint **theft prevention** system this spring.

The Greendale Public Library considered **starting a fine system** this spring as a result of pressure from people who keep materials until they are overdue and then feel guilty.

The Kaukauna Education Association presented a **$1000 check** to the Kaukauna Library Development Fund in February.

"Happy Birthday America!" is the theme of a **design contest** sponsored by the Maude Shunk Public Library and the Menomonee Falls Junior Woman's Club this spring. Four age groups, preschool through high school, competed on bookmarks, posters and poems to be used as American Revolution Bicentennial promotion materials.

A "board cutting" replaced the traditional ribbon cutting at the opening of the **Woodshed Coffee House** in the Maude Shunk Public Library in February.

An organizational meeting for the **Friends of the Merton Town Hall Library** was held March 18.

Authors John Gardner, Madeleine L'Engle and Edwin Newman were guests invited to the tenth annual book and author dinner of the **Bookfellows of Milwaukee** on May 6.

Marquette University, Milwaukee, has instituted a **full-semester loan** period for

Hair stylist Keith Bowden styled his sister's hair during a Spring Beauty Show at the Mead Public Library, Sheboygan, on March 25. The demonstration, a fashion talk and an exercise demonstration were served to 7-12 grade girls with a 15-minute film, ***Braverman's condensed cream of Beatles.***

nonreserve books for students and faculty members; qualified non-University persons may borrow materials for four weeks. No fines, but replacement charges for losses, are attached to nonreserve books, which may be recalled for requests from other borrowers.

A **Job Fair** featuring various types of library work was sponsored on March 15 by the University of Wisconsin — Milwaukee School of Library Science for master's degree candidates.

The University of Wisconsin — Milwaukee Library is completing a four-year project of **microfilming the clipping files** of the Legislative Reference Bureau, Madison. The thoroughly indexed files, dating from the 1890s, cover such topics as political parties, convict labor, labor unions, natural resources, agricultural cooperation and recreation.

An **LCOMM workshop** on April 19 featured planning and publicizing library events and services, dealing with media, and a premier showing of an LCOMM reference film.

Senior citizens of Mount Horeb were encouraged to enter the "Yarns of Yesteryear" **writing contest** sponsored by the University of Wisconsin — Extension Programs on Aging and Arts and the Wisconsin Regional Writers Association, with the Public Library offering to type contest manuscripts free of charge.

Librarians of the Ozaukee County public libraries planned to spend time during April and May working behind the circulation desk **in each other's libraries** to learn about policies, materials circulated, etc. in various libraries.

The Park Falls Public Library is publishing a monthly *Bicentennial News* scheduled to run through December 1976, including reports and original works from old-timers, to form a history of Park Falls.

The South Milwaukee Public Library has an electronic personal-mini **calculator for use** over night and on week ends by adults.

Library education

The librarian who expects to build or remodel a library building or who is interested in buildings will have an opportunity to learn this fall. Professor John J. Boll will offer a once-per-week course on library architecture during the fall semester, September 2 to December 16, at the Library School of the University of Wisconsin — Madison. The course will survey the history of the library's physical

plant in the light of changing concepts and patterns of library service. Physical needs of modern libraries will be examined through readings, study of buildings, and student-created building programs. Professor Boll has done research and consulted on library buildings. Since, in these times of economic stringency, the Library School's ability to offer the course is dependent on sufficient enrollment, interested persons are urged to contact Charles Bunge, Library School, Helen White Hall, Madison 53706.

Administration of Hospital and Medical Libraries will be offered by the Department of Library Science of the University of Wisconsin — Oshkosh, July 21-August 8, 1:00-4:00 p.m. daily, for three graduate credits. Ann Schaap, head of the Reference Department and Medline Analyst, Cleveland Health Sciences Library, Allen Memorial Library, Cleveland, Ohio, will teach the course. With experience at the Middleton Medical Library, UW — Madison, and at Kimberly-Clark Corporation Library, Neenah, she teaches a similar course at Case Western Reserve University. Medical or hospital librarians who do not wish to apply credit toward a degree may enroll as special students or audit.

Eleanor Hoehn, Librarian, Wauwatosa West High School, who holds a specialist degree in library science from the University of Illinois, will offer Problems in School Media Management: Cataloging Nonbook Materials and Selection of Materials for the Disadvantaged. The workshop in nonbook materials, June 16-July 3, 1:00-3:00 p.m. daily, will grant two hours of graduate credit. The workshop in materials for the disadvantaged, July 7-11, 1:00-4:00 p.m. daily, will grant one hour of graduate credit. Students may enroll for either workshop or for both.

The Library Science Department and the Audiovisual Instructional Department at the University of Wisconsin — La Crosse have merged into a new department called Educational Media. The increasing acceptance of the instructional materials center concept and the resulting overlapping of activities in the two departments precipitated the merger.

The University of Denver College of Law and Graduate School of Librarianship offer a program leading to the Master of Law Librarianship. Inquire of Professor James Foyle, Assistant Dean for Admissions, Graduate School of Librarianship, University of Denver (80210).

Intellectual freedom

Wisconsin courts were asked early in March by the State Supreme Court to take a new look at what constitutes obscenity in light of recent court decisions. The court vacated a 1971 obscenity conviction against Jacob Reichert of Milwaukee and remanded the case back to Circuit Court for retrial.

For a good analysis of court rulings, see "The rise and fall of *Roth* — a critique of the recent Supreme Court obscenity decisions" by Herald Price Fahringer and Michael J. Brown, in *Kentucky law journal*, volume 62, number 3, 1973-74.

A slide-tape presentation on the history of censorship has been prepared by Karyn Kruse, graduate student in the University of Wisconsin — Madison Library School. Until it is packaged for sale as a filmstrip-cassette the script is available on request from the Office for Intellectual Freedom, American Library Association, 50 East Huron Street, Chicago 60611.

The U.S. Supreme Court on February 25 affirmed by a tie vote a lower court decision that libraries may photocopy copyrighted works without paying royalties (Williams & Wilkins *v.* United States).

ALA ethics statement

A new Statement on Professional Ethics was accepted by the American Library Association Council during the 1975 Midwinter Meeting in Chicago. It reads as follows:

Introduction

The American Library Association has a special concern for the free flow of information and ideas. Its views have been set forth in such policy statements as the *Library Bill of Rights* and the *Freedom to Read Statement* where it has said clearly that in addition to the generally accepted legal and ethical principles and the respect for intellectual freedom which should guide the action of every citizen, membership in the library profession carries with it special obligations and responsibilities.

Every citizen has the right as an individual to take part in public debate or to engage in social and political activity. The only restrictions on these activities are those imposed by specific and well-publicized laws and regulations which are generally applicable. However, since personal views and activities may be interpreted as representative of the institution in which a librarian is employed, proper precaution should be taken to distinguish between private actions and those one is authorized to take in the name of an institution.

The statement which follows sets forth certain ethical norms which, while not exclusive to, are basic to librarianship. It will be augmented by explanatory interpretations and additional statements as they may be needed.

The statement

A librarian

has a special responsibility to maintain the principles of the *Library Bill of Rights.*

should learn and faithfully execute the policies of the institution of which one is a part and should endeavor to change those which conflict with the spirit of the *Library Bill of Rights.*

must protect the essential confidential relationship which exists between a library user and the library.

must avoid any possibility of personal financial gain at the expense of the employing institution.

has an obligation to insure equality of opportunity and fair judgment of competence in actions dealing with staff appointments, retentions, and promotions.

has an obligation when making appraisals of the qualifications of any individual to report the facts clearly, accurately, and without prejudice, according to generally accepted guidelines concerning the disclosing of personal information.

Wisconsin writers awards

Council for Wisconsin Writers awards were presented April 12 in Milwaukee:

Book-length fiction — *Driving wheel* and *My house is dark,* two short novels in one book, Tony Hozeny, Madison; runner-up, *Nahkom: the woman of Waupaca,* Malcolm Rosholt, Rosholt.

Short fiction — "Tall grasses of search," Robert E. Gard, Madison; runner-up, "Duck with dressing," Robert Wells, Delafield; honorable mention, "Generation bridge," Ruth Pintar, Monroe.

Book-length nonfiction — *Ice-age lost,* Gwen Schultz, Madison; runner-up, *Backward toward revolution,* Edward Friedman, Madison.

Short nonfiction — *Pygmalion's pedestal*, Arthur Hove, Madison; runner-up, *The heroes were disguised as a busload of tourists*, Marjorie Bitker, Milwaukee; honorable mention, *Wisconsin stovewood architecture*, Richard W. E. Perrin, Milwaukee.

Poetry — *Country western breakdown*, Kathleen Wiegner, Malibu, California; runner-up, *Landing*, Warren Woessner, Madison; honorable mention, *Ash is the candle's wick*, John Judson, La Crosse.

Juvenile novel — *Cross-country runner*, Leon McClinton, Antigo; runner-up, *The friendly woods*, Charles House, Grafton; honorable mention, *Sidewalk Indian*, Mel Ellis, Big Bend.

Children's picture book — prize divided equally between: *Feelings*, Maureen Readon, Shorewood and Marcia M. Conta, Milwaukee, and *Soft as the wind*, Edith Eckblad, Racine.

Scholarly book — *The Shambaa Kingdom: a history*, Steven Feierman, Madison; runner-up, *Northeast Asia in prehistory*, Chester S. Chard, Victoria, British Columbia.

Batchelder award

An old tale carved out of stone by A. Linevski, translated from the Russian by Maria Polushkin, published by Crown, won the Mildred L. Batchelder Award presented by the Children's Services Division, American Library Association, on April 2. The award is given annually to an American publisher for the children's book considered the most outstanding of those published in a foreign language in a foreign country and subsequently published in English in the United States. Other nominations were *There, far beyond the river* by Yuri Korinetz, translated from the German by Anthea Bell, published by J. Philip O'Hara, and *My great-grandfather, the heroes and I* by James Kruss, translated from the German by Edelgard von Heydekampf Bruhl, published by Atheneum.

Ann Durell, vice-president and children's book editor with E. P. Dutton and Company, said that children's books have undergone major changes in the past decade, when she spoke at an International Children's Book Workshop sponsored by the Cooperative Children's Book Center and University of Wisconsin — Madison Library School in honor of the **Batchelder Award** on March 24. Liberal attitudes have inevitably come into children's literature, she said. In editing she looks for material that will help children relate to the human condition, and seeks to avoid stereotyping sex roles. She would like to see reading for pleasure emphasized for school children.

The reading mother

I had a Mother who read to me
Sagas of Pirates who scoured the sea,
Cutlasses clenched in their yellow teeth,
"Blackbirds" stowed in the hold beneath.
I had a Mother who read me lays
Of ancient and gallant and golden days;
Stories of Marmion and Ivanhoe,
Which every boy has a right to know.
I had a Mother who read me tales
Of Gelert the hound of the hills of Wales,
True to his trust till his tragic death,
Faithfulness blent with his final breath.
You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be—
I had a Mother who read to me.

—Strickland Gillilan

Reprinted from *Washington press notes*, July-August 1972.

Literature of librarianship

Kathleen R. T. Imhoff

American Booksellers Association: *A manual on bookselling: how to open and run your own bookstore.* 2d. ed. Harmony: Crown, 1974. $10.95: pa. $3.95. An extensive revision of the 1969 edition, this volume contains 47 articles by various noted authors on every aspect of the art of selling books. Over half of the articles, on such topics as insurance, wholesaling, remainders, and selling a store, are entirely new. Useful for both the beginner and the experienced, this book should be required reading for anyone thinking about opening a bookstore or for those already in the business.

Daily, Jay E. *The anatomy of censorship.* Marcel Dekker, 1973. $13.75. A scholarly well-documented book about censorship, which very frankly discusses, in depth, origins and problems surrounding censors and censorship. If you consider freedom of choice important, you'll find this book a fascinating and significant work. The book is divided into two main sections, "The Pathetic Agony" and "Harlotry and Heresy." It will provoke and inform readers with all types of backgrounds. This book is unique in its field.

Dessauer, John P. *Book publishing: what it is, what it does.* Bowker, 1974. $11.50. If you wish to know how books are produced, financed, delivered, and some of the historical background of book publishing, this succinct book will satisfy your needs. Librarians, students, those interested in a career in publishing and persons looking for a good night's reading will all enjoy and benefit from this book. The chapter "How Books Are Created," including segments on mass market paperbacks, why books fail, how el-hi titles are developed, and the uncertainties of public funding as it relates to publishing, will provide useful background to understanding some of the problems of publishing and what transpires before a book arrives at the library.

Index to instructional media catalogs; a multi-indexed directory of materials and equipment for use in instructional programs. Bowker, 1974. $19.95. A simple guide to the catalogs of suppliers of specific instructional materials, this book is divided into three sections: subject/media index, product and services index, and a directory of companies. It will save time for school or public librarians looking for specific media items or services.

Katz, Bill, ed. *Magazines for libraries; second edition supplement.* Bowker 1974. $16.50. The supplement provides current information about 1200 magazines not listed in the base volume. Descriptive and critical annotations of the editorial content, point of view and other significant features of each magazine are provided, along with full bibliographic details. The entries also suggest the periodical's ap-

propriateness for various types of libraries. The annotations give accurate and informative descriptions of magazines in 95 separate categories. There has been a rearrangement of some of the subject categories which could cause problems in reference service when trying to follow some of the categories from the main volume into the supplement. A complete composite index to entries in the base volume and the supplement is included.

Ricking, Myrl and Robert E. Booth. *Personnel utilization in libraries: a systems approach.* American Library Association, in cooperation with the Illinois State Library (prepared for the Illinois Library Task Analysis Project). 1974. Pa. $8.50. A report on the third and summative phase of a study which examines the work actually being performed in libraries and relates this to the kinds of training such work requires. Charts and drawings graphically explain how small- and medium-sized public and school library administrators can define more effective ways to use their professional /technical/clerical staffs and help the staff people themselves identify the activities for which their skills and training best suit them. An excellent task list is included.

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Mrs. Imhoff is a Public Library Consultant in the Division for Library Services.

Suggested materials

Directory of Wisconsin academic librarians (February 1975) is published by the Wisconsin Association of Academic Librarians, a division of the Wisconsin Library Association. Listing all librarians in post-high school educational institutions, it is indexed by name, institution and type of work. Order with payment, $1 WLA members, $2 nonmembers, 50 cents microfiche, from Mrs. Elizabeth Bohmrich, 201 West Mifflin Street, Madison 53703.

Libraries and information centers in Southeastern Wisconsin was published March 1 by the Library Council of Metropolitan Milwaukee and Tri-county Library Council. Looseleaf, 343 pages, it is available from LCOMM, 814 West Wisconsin Avenue, Milwaukee 53233, $10 plus tax, $5 to members.

A 5500-item cumulated keyword title and personal author index to the 1968-1973 annual volumes of *Wisconsin public documents* (published by the State Historical Society of Wisconsin) is available on 42x microfiche for $3 from Frank Cox, Learning Resources, University of Wisconsin — Stout, Menomonie 54751.

University of Wisconsin System videotape catalog, listing 1650 locally produced and av ailable tapes, with descriptions, is available for $5.50 from Frank Cox, UW — Stout.

Attitudes of the poor and attitudes toward th e poor: a bibliography, 177 pages, annotated, compiled by Colin Cameron, is available free from Publications Department, Institute for Research on Poverty, Room 1410, Social Science Building, 1180 Observatory Drive, Madison 53706.

The collection of over 500 books and 25,000 articles on drugs, gathered by STASH (Student Association for the Study of Hallucinogens, Inc.), formerly in Beloit, is at Main and South Bedford streets, Madison. STASH provides a catalog of its publications and services.

Changing patterns in information retrieval, proceedings of the 10th annual National Information Retrieval Colloquium, Philadelphia, 1973, $12 ASIS members, $15 nonmembers, and *Annual review of information science and technology* edited by Carlos Cuadra, $17.60 members, $22 nonmembers, are available from the American Society of Information Science, 1155 Sixteenth Street, N. W., Washington, D. C. 20036.

DIVISION FOR LIBRARY SERVICES
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Barbara S. Thompson, State Superintendent

DIVISION FOR LIBRARY SERVICES, 126 Langdon Street, Madison 53702

W. Lyle Eberhart, Assistant Superintendent and Administrator	608-266-2205
Beryl E. Hoyt, Editor, Wisconsin Library Bulletin	266-2582
Alan Zimmerman, Research Analyst	266-3939

BUREAU FOR REFERENCE AND LOAN SERVICES, Box 1437, Madison 53701

John Kopischke, Director	608-266-1081
Reference and Loan Library, 3030 Darbo Drive, Madison	
Reference Services, 3030 Darbo Drive, Madison	266-1053
Department of Public Instruction Professional Library	
126 Langdon Street, Madison 53702	266-2529

BUREAU OF PUBLIC AND COOPERATIVE LIBRARY PROGRAMS
3030 Darbo Drive, Madison; Mail: Box 1437, Madison 53701

Mrs. Kathleen R. T. Imhoff, Director	266-7270
Ione Nelson, Public Library Consultant	266-3765
Jane Younger, Consultant, Adult Services	266-3874
William Jambrek, Public Library Consultant	266-3919
Mrs. Helen Kreigh, Consultant, Children's and Young Adult Services	266-3856
Specialized Library Services, 126 Langdon Street, Madison 53702	
James Grogan, Library Consultant, Institutions and Handicapped	266-2413
Mrs. Margaret Branson, Intertype Library Services Coordinator	266-2413

BUREAU OF SCHOOL LIBRARY MEDIA PROGRAMS
126 Langdon Street, Madison 53702

Bernard Franckowiak, Director	608-266-1965
Richard J. Sorensen, School Library Media Consultant	266-1924
Mrs. Jacqueline Morris, School Library Media Consultant	266-1924
Darrell E. Van Orsdel, School Library Media Consultant	266-3945

COOPERATIVE CHILDREN'S BOOK CENTER 608-263-3720
Helen C. White Hall, Rooms 4289-90, 600 North Park Street, Madison 53706
Mrs. Mary Carr, Librarian

A book center and research laboratory where individuals and groups may examine, read, and evaluate children's books. Noncirculating. Cosponsored by the Department of Public Instruction and the University of Wisconsin.

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